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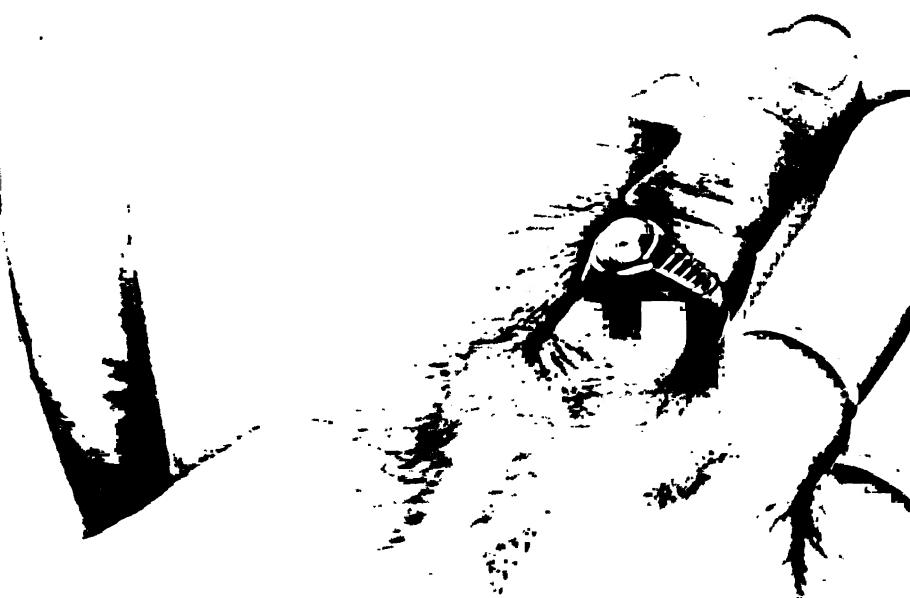




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# INDIANA SCHOOL JOURNAL

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

7318

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## D

Death of Superintendent Hopkins.....	27
Decision concerning colored children.....	34
Demand for skilled labor in the school room.....	149
Drawing in public schools.....	266, 511
Development in character.....	364
Disadvantages under which country teachers labor, and how to avoid them.....	401
Detroit meeting of the A. A. A. S.....	441
Division of decimals.....	470

## E

Editorial.....	30, 81, 129, 178, 221, 276, 326, 377, 427, 481, 536, 584
Examination for State certificates.....	126-9, 341
Educating power of the teacher's character.....	197
Examiners examined.....	247
Education in the South.....	290
Education at its sources.....	417
Echoes in the air.....	575

## F

First day of School.....	482
Fees of township trustees.....	478

## G

Gender.....	4
Greek in the State University.....	392
Geography.....	530
Grammar.....	536

## H

History.....	18
Higher Education.....	49, 81
Have county superintendents the right to prescribe the work of township institutes when not present.....	80
Hopkins Monument.....	83
How to teach Writing.....	181
He needs Brains and Education.....	134
Hereditary crime.....	166
High School Question.....	176, 222, 278
Hints to teachers of Natural History.....	215, 262
How to form the possessive case of nouns.....	225
Half-day schools and school age.....	239
How to teach pupils to study.....	359
Honorary Degrees.....	283
Hopkins monument fund.....	391, 444
Hints to teachers.....	395

## INDEX.

v

Hawaiians.....	461, 568
Hearing through the teeth.....	469
How to teach spelling.....	485
Hoosac Tunnel.....	546

## I

Intemperance.....	30
Institutes.....	44, 96, 394, 448, 495, 551, 606
Illiteracy and Crime.....	118
Is a trustee personally responsible for the wages of unlicensed teachers.....	125
Is a trustee bound by the contract of his predecessor.....	125
Inter-collegiate contest.....	142, 249
Illustrative teaching.....	301
Is Man an Automaton.....	308
Indianapolis school statistics.....	391
Intellectual Training.....	481
Importance of Normal Schools.....	520
Impartiality.....	521

## K

Kindergarten, what is it.....	409
Kindergarten Toys. How to use them.....	515, 565
Kindergartens.....	542

## L

Letter Writing.....	20, 88
Local.....	47, 99, 147, 195, 245, 299, 347, 398, 453, 509, 559, 610
London School Board.....	88
Language Lessons.....	226
Liquor license fees and school fund.....	280
Lady County Superintendency unconstitutional.....	382
Long Articles.....	485
List of county superintendents.....	489
Legal residence of minors.....	479
Language.....	522
Loud teachers.....	540
Lecture Course.....	542

## M

Miscellany.....	35, 85, 186, 188, 281, 286, 384, 389, 437, 390, 544, 591
Must teachers comply with orders of county superintendents.....	79
Must the fund received in June be expended the same school year...	126
Monument to Edgar Allen Poe.....	214
Model Letter.....	240
Mr. and Miss as applied to children.....	287



## N

Nomenclature of grades.....	221
Northern Indiana Normal School.....	298
Normal Institutes.....	838, 446
National Educational Association.....	242, 837, 841, 444
National Institutions.....	868

## O

Official.....	28, 79, 125, 172, 219, 278, 824, 878, 428, 478, 584, 582
One and One.....	89
Official Visits of State Superintendent.....	285
On teaching definitions .....	818
Opinion of the Attorney General in reference to school property in townships adjoining towns, and subsequently incorporated in said towns.....	824
Oratory <i>vs.</i> The Press.....	326
On the Education of Deaf Mutes.....	849
On teaching Morals.....	378
Obituary notice.....	442
Origin and Idea of the school. How to realize the Idea.....	476, 529
Our Colleges.....	492
One way to teach Physiology.....	587

## P

Preparation of lessons.....	28
Plan for a Literary Society.....	41
Personal.....	43, 95, 148, 190, 243, 297, 384, 396, 449, 505, 550, 608
Proceedings of State Teachers' Association .....	68
"    Superintendents' Section.....	75
"    Collegiate and High School Section.....	77
Primary Geography.....	122
Purdue University.....	183, 380
Personal Effort <i>vs.</i> System and Effort.....	167
Promotions on final examinations.....	180
Public Libraries.....	183, 229, 338
Permanent Certificates.....	280
Premium offered for the most tastefully arranged school premises ..	241
Pronunciation of a vowel when it forms a syllable.....	332
Primary instruction in Drawing.....	354
Pedagogics in Colleges.....	387
Parrot Reading.....	484
Programme for State Teachers' Association.....	548, 589
Primary Teaching.....	561
Physiology in the Higher Schools.....	577
Programme of State Teachers' Association.....	600

# INDEX.

vii

## Q

Quintessence of Dust.....	1
Questions for examination of Teachers.....	85, 85, 186, 281, 286, 334, [389, 487, 490, 544, 591]

## R

Requisites in the Public Speaker.....	10
Report of State Superintendent.....	90
Reform in English Orthography.....	108, 160, 314, 366
Reform in estimating average length of school terms.....	180
Report of City Superintendents' Convention.....	235
Representation of schools at Exposition ...	276
Reading.....	384
Reference Libraries.....	582
Rose Polytechnic Institute.....	547

## S

State Superintendents' biennial report.....	42
State University.....	42, 90, 280, 386
Spelling Lesson .....	89, 240, 340
State Normal School.....	94, 381, 445
Spelling.....	123
Sup't. A. C. Hopkins' Valedictory.....	125
Should revenue be divided equally among school districts.....	128
Syllabication.....	130
School Legislation.....	132, 177
Synopsis of late amendments to school law.....	172
School Government .....	174
Strictly Confidential.....	179
Spelling School Mania.....	181
Special notice of an impostor.....	235
Strive to make yourself useless.....	277
Synopsis of legal decisions.....	284
Snapping of Fingers.....	328
Study of History as a means of mental culture.....	358
Scholarship.....	368
Shall the State University and Purdue teach the same curriculum....	377
School and Church.....	467
Some of the fruits of Historical Study.....	474
State Teachers' Association.....	548
Studying at home.....	574
School Government.....	584
School boy's composition.....	600

## T

The Bible in the School.....	6
The Philosophy of Punishment.....	15
Township Libraries.....	82
Transit of Venus.....	88
The Noun and the Verb.....	119
To teach the use of Words.....	121
Truthfulness in the School Room.....	205
Time and Space annihilated.....	218
The New Scriptures according to Tyndall; et al.....	817
That divisor question.....	821
The first day of an Institute.....	829
Time to hold Institutes.....	832
The teacher must steadily and constantly improve.....	861
The Idea before the Word.....	455
Trustees must give new bonds.....	479
Theory vs. Practice.....	487
Township Institutes. How to conduct them.....	487, 547
The Teacher.....	524
The Teacher's daily preparation.....	570
The source of the Nile.....	580

## V

Ventilation.....	288
Voice.....	419
Volume XX.....	587

## W

What common-place adjectives may do.....	117
What shall we do with dull pupils.....	202
Ways of the Grammars .....	253
Work in Institutes.....	312
Wrong use of Words.....	371
Who shall determine the pupil's study.....	382
What Grammar does not teach.....	420
Who will explain.....	427
Waste of Labor in a work of Education.....	428
Weather Reports.....	426
What says Aristotle.....	460
What shall be taught in the schools.....	463
Who are legal voters at school meetings.....	478
What parents want of Schools.....	581

# INDIANA SCHOOL JOURNAL

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JANUARY, 1875.

No. 1.

## QUINTESENCE OF DUST.—III.

W. H. VENABLE.

*A*

(Concluded.)

### HUMAN BEAUTY.

**T**HE grandest statue, the most impressive picture, cannot compare in majesty, or loveliness, or expressiveness with the reality which they strive to imitate or idealize. Praxiteles carves well—Raphael paints with consummate skill, but the divine artist is without competitors. No painted outline or chiseled form can express power, stateliness, symmetry, as does the person of a Coriolanus, an Alexander, a Napoleon, a Webster. It is recorded of Goethe that long before he was celebrated he was likened to an Apollo; when he entered the restaurant people laid down their knives and forks to look at him. Harlowe, the painter, said of Mrs. Siddons that her statuesque attitude while she uttered a certain passage in the character of Queen Katharine, was the sublimest thing in ancient or modern sculpture. Whoever has looked upon the majestic figure of Ristori and felt the thrilling eloquence of her postures, and the poetry and pathos of her movements, must realize how peerless is the beauty of the human form. The finest works of art are indebted to nature for their original models. Alexander Walker, in his "Analysis of Female Beauty," informs us that Appelles' celebrated painting, the Venus of Cos, and the equally celebrated Venus of Cuidos,

executed in marble by Praxiteles, "are said to have represented Phryne coming out of the sea, on the beach of Sciron."

#### SUMMARY.

If the human body be regarded with respect to its strength, its fortitude, its endurance, its agility, its athletic and manual capabilities, its senses, its form, grace and beauty, what material thing can be put in comparison with it? Can we think a structure so admirable has even received more attention than it deserves? Is it strange that the Greeks should worship Higeia, the goddess of health, and Apollo the god of physical perfection? Is it strange that, in all nations, the decorative arts are taxed to produce dress and ornament worthy to adorn the paragon of animals; that versatile fashion vies with lavish nature herself in creating elegant and beautiful combinations of forms and colors; that the looms of Lyons are never weary; that occident and orient, tropic and pole fling fabrics, and ermine, and flowers, and plumage of bright birds, and jewels, and dainty perfumes into the ample laps of commerce for the sons and daughters of men? Is it strange that sculptors and painters exhaust the resources of their genius in attempts to reproduce in the plastic marble, or on the glowing canvas, the forms and faces that the Creator himself designs and finishes with infinite loving pains? Or is it strange that even the service of the regal sun is employed to multiply images of the human countenance? Nay, is it other than we should expect, that when the soul has fled we cling to its earthly tenement with affectionate embraces, vainly wishing to kiss away its pallor and deadly chill? The dust of man, though dust, we wrap in fine linen and adorn with flowers; and we consign it tenderly to that consecrated ground, the cemetery—lovely precinct upon which is bestowed so much labor of love that it appears like a very type of the heavenly Paradise. Meditating upon the excellence and beauty of the natural body, we instinctively believe that the spiritual body resembles it, and that we should know our friends in the great hereafter by the veritable signs that enable us to recognize them upon earth. It is the belief of certain Oriental peoples "that the body is the work of the Demon, and the soul, as pertaking of the substance of God, should abuse and mortify it on principle." (Lea's Sacerdotal Celibacy.) Similar views are held by some orders of the Rom-



ish Church, and even modern Protestant religionists are to be found who disparage the body and consider it the enemy of man's immortal part. But we can scarcely conceive of a condition more favorable for the soul's improvement than that which it holds in a round, symmetrical, beautiful body. The body is given to serve, not to cumber the soul. It is the soul's temporal abode, and is worthy of all reverence as such. It should be kept in honor and purity. He who abuses or defiles it, degrades his own soul and casts an insult towards God. Cleanliness, and temperance, and chastity are the foundations of spiritual excellence. Control of muscle and nerve, and command of the five senses, proper carriage of person, due attention to bodily appearance, as dependent on wardrobe and toilet, cannot be neglected by any one who aims at general right living.

If the temple wherein the soul dwells for a time is so perfect— if it is so deserving of honor, and admiration and care—how much more perfect and wonderful and worthy of honor and care is that soul itself, and what inexpressible perfection and wealth are comprised in body and soul together—in man—in the august creature who was made only a little lower than the angels.

Shakspeare describes man as not only the "quintessence of dust," and the "paragon of animals," but as "infinite in faculties." What a theme is this to invite research, to excite imagination, to inspire reverence for the master-work of the master-worker. O, mind of man! who can estimate its forces or enumerate its modes of action? Is the body marvelously made—in what language shall we portray that intelligence which informs the body, making dust divine? Is the body beautiful—who shall paint the ineffable loveliness of the spirit? Is muscle swift and strong? Thought flashes in an instant to the verge of space—thought is stronger than Titan heaving the earth when he breathes. Does the body endure a hundred years? The mind endures forever. Is nerve sensitive? can the ear catch whispers and the eye the gleam of distant stars? The mind discerns the music of the spheres and sees the procession of the ages filing along the shores of time, sailing the ocean of eternity. If from the pages of history we should select examples showing the vast intellectual and moral achievements that individuals have actually made, as we have attempted to show by authentic facts what physical accomplishments men really possess; what an overwhelming array of evi-

dence would we have of the possibilities of human nature! Whatever faculties or powers have been manifested in any human being, exist in embryo, or in a more or less developed state in every complete individual. The thorough development, or education, of all the powers and faculties of any complete person, would furnish the world with a complete man. Such a being can exist for us only as an ideal. Whatever teacher sees on the mountain top of his ambition such an ideal, leads the man in the upward march of humanity, and co-operates with God.

CINCINNATI, OHIO, Nov. 1874.

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## GENDER.

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PROF. R. T. BROWN.

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SIMPLICITY is a desirable quality of a language, and should be attained and preserved as far as possible without impairing the properties of precision and copiousness. Whatever defects may be found in the structure of our Saxon English, it has at least one redeeming excellency in its rule for applying gender to nouns. In most languages, ancient or modern, the application of gender to nouns, where no distinction of sex exists in the object named, is a complication which contributes much to the difficulty of acquiring a correct knowledge of the language and yet adds nothing to its perspicuity. The general law of English construction is to apply the distinction of gender to the names of such objects only as really differ in sex. Under this law a large majority of English nouns have no gender, and those which express gender in their form, if used in a generic sense, lose the idea of gender entirely. "*Man* is mortal." In this sentence *man* is masculine in form only. By a kind of personification, where really no figure of speech is intended, we sometimes use a pronoun which indicates gender. Example: The Ship, being in good trim, *she* sails well. In such examples we would conform more strictly to the genius of our language by using the neuter pronoun, *it*. The English method of expressing gender was, originally, by using distinct

names for each sex, or by a prefix to nouns of common gender, as *man*, *woman*—*man servant*, *maid servant*, etc. An innovation was subsequently introduced which expressed gender by varying the termination of a noun of common gender, as *poetess*, *authoress*, etc. This complicates and encumbers our language without adding anything to its definiteness. The business of writing poetry, or books, is neither masculine nor feminine, and therefore the genius of our language requires it to be represented by a noun of common gender. This applies to the whole class of common nouns made feminine by varying their termination.

Words which were originally compounds of the noun *man*, with a prefix, such *chairman*, *salesman*, *horseman*, etc., have been a source of trouble to writers, sometimes, on account of their overlooking the obvious fact that *man*, in such words, is used generically, and therefore does not express gender. It is strictly in accordance with the English idiom to call a woman at the head of a committee, a chairman, or a woman who sells goods, a salesman, etc.

A rigid adherence to the rule which confines the application of gender to nouns distinguished by sex, will tend greatly to preserve the characteristic simplicity of the English language in this respect. A more formidable difficulty, however, meets us in the management of pronouns in regard to gender. We have a large class of words relating to the condition or employment of persons, such as *student*, *teacher*, etc. These nouns are of common gender, but with what pronoun shall we represent them? We have a masculine, feminine and neuter pronoun, but none which represents the common gender. We evidently need such a pronoun; but in its absence, usage has sanctioned the substitution of the masculine pronoun used in its generic sense. This, however objectionable it may be, is to be preferred to the bungling circumlocution of *he or she*, *his or hers*. Let it be our aim, in all things, to preserve the simplicity of our "mother tongue."

---

We clip the following, which is a continuation of the above subject, and if we mistake not, very much to the point. [ED.]

#### A PERT SCHOOL-GIRL REBUKED.

It hardly answers for pert young people to act the critic and correct their elders, unless they are sure of being in the right,

and are ready to hold to it. A school-girl got into trouble by being over forward.

"So you have finished your studies at the seminary? I was much pleased with the closing exercises. The author of that poem—Miss White, I think you call her—bids fair to become known as a poet."

"We think the authoress will become celebrated as a poetess," remarked the young lady, pertly, with a marked emphasis on the two words of the sentence.

"O, ah," replied the old gentleman, looking thoughtfully over his gold spectacles at the young lady, "I hear that her sister was quite an actress, and under Miss Hosmer's instruction will undoubtedly become quite a sculptoress."

The young lady appeared irritated.

"The seminary," continued the old gentleman, with imperturbable gravity, "is fortunate in having an efficient board of managers. From the Presidentess down to the humblest teacheress, unusual talent is shown. There is Miss Harper, who, as a chemistress, is unequaled, and Mrs. Knowles has already a reputation as an astronomeress. And in the department of music, few can equal Miss Kellogg as a singeress.

The young lady did not appear to like the chair she was sitting on. She took the sofa at the other end of the room.

"Yes," continued the old gentleman, as if talking to himself, "those White sisters are very talented. Mary, I understand, has turned her attention to painting and the drama, and will surely become famous as an actress and paintress; and even now, as lecturer—"

A loud slamming of the door caused the old gentleman to look up, and the criticess and grammarianess was gone.

---

## THE BIBLE IN THE SCHOOL.

---

NOT long since a party of teachers were discussing the question whether the Bible should be read in our public schools. For some time all spoke in the affirmative, but at last one young man ventured to remark that during the previous winter he had taught in a district school where the majority of his patrons were

opposed to the reading of the Scriptures in the school. Instantly a brave-hearted boy, who had taught but one term and was full of zeal and enthusiasm, replied, impetuously, that he "would read the Bible in his school if there were as many such in the district as there were shingles on the house roofs." A lady who had had a long and varied experience, quietly asked:

"How much good do you think the Bible would do if you read it in that spirit?" With a boy's logic, he replied,

"You can't help but do good, if you do what is right."

"Don't you think there is a better way of converting a man to Christianity than by throwing the Bible at his head?" she asked, smiling. Then some one else made a remark, and the conversation became general.

Not many days afterward the boy sought the lady, for whose opinion he had great respect, and said,

"Miss Leigh, I'm afraid I didn't quite understand you the other day. Don't you think the Bible ought always to be read in our schools?" Again that curious smile lighted up her face as she replied,

"Suppose I answer your question by giving you a chapter from my own experience?" His silence gave consent, and she related the following story:

During the first years of my teaching, I read the Bible in my school just as it is read in ninety-nine schools out of every hundred, a chapter or a part of a chapter each morning, without question or comment. How much or how little the children were benefited thereby I never knew, neither did I give the matter very much thought, for I read the Scriptures as a matter of course, just as I taught reading and arithmetic. But after several years had elapsed, I accepted a school in another part of the State where a large portion of the population were hostile to this. I was warned that there would be opposition to reading the Bible, and for the first time in my life I gave the question serious thought. The conclusion I reached was, that if reading the Scriptures was going to create hatred and dissension, I had better leave my Bible at home and teach Christianity in some other way; and then, all at once, it occurred to me that heretofore, with all my Bible reading, I had not taught Christianity at all.

Acting upon my resolve, I took with me to my new field of labor the prettiest illuminated text that I could buy, and one



that could not be objected to, for it contained simply the words, "Thou God seest me." I went early to my plain, unornamented school house on the morning of the eventful first day, and when I had placed my text on the wall where all could see it whenever they raised their eyes, its beauty illuminated the whole room. By and by the children came thronging in, and their admiring comments convinced me that I had done wisely, even if my text should do no more than beautify the walls.

Well, I opened school that morning with a funny story that set them all to laughing; then I told them a story of another kind, a moral running through it, and concluded with the remark that for the present I would give them but one rule, "Always do to others as you would have others do to you." If I had time I would tell you how I applied that rule during the winter, and what a multitude of offenses it was made to cover. We called it "our rule," to distinguish it from all minor regulations, and the children soon began, almost unconsciously, to measure their actions by it.

But that rule did not help me so much as the text, as you will soon see. The school had its fair share of unruly boys, and I was not long in discovering that they were addicted to the very bad habit of throwing spit-balls. Before the morning was half over I noticed three or four of these moist appendages adhering to the ceiling; but I appeared entirely unconscious until, without his knowing it, I saw the largest boy in school in the very act of throwing one. I waited till I had finished hearing my class, and then pointing to where the ball adhered, I said:

"John, do know how that spit-ball came there?"

"What spit-ball," said John, with an air of injured innocence.

"There, over your head."

"I don't see no spit-ball," said he, persistently looking the wrong way. I walked over to him and pointed to it.

"Oh, you mean that one. Guess that ere's one Gus Higgins throwed last winter," he replied with unblushing effrontery.

There was a general titter at this, and I felt that a crisis had come. I waited till every was turned toward me to see what I would do next, and then, pointing to the text, I said, very quietly: "Read that, if you please."

He hesitated, colored, and looked down. I spoke just as quietly, but more firmly, the next time.

"John, rise and read that so that all the school can hear." If there had been the slightest indication of doubt in my tone or in my eye, he would have rebelled, but personal magnetism is a force that very few can resist, and somewhat to his own surprise, he rose and said falteringly, "Thou God seest me."

"You know what that means, don't you?" said I gently. He hung his head, but said nothing, and I continued, "It means that whatever you do, whether it is good or bad, God is always watching you. It means that He saw you when you threw that spit-ball, and that He heard you when you told that lie." He winced at the last word, and when I added, pleadingly, "Now, won't you let Him see that you can tell the truth? How did did that spit-ball get there John?" Suddenly his eyes filled and he blurted out:

"You know how it got there, for you saw me throw it" Then, with one great gulp, he swallowed his tears, but there was hardly a dry eye in the room.

After that, when any one did or was tempted to do what was mean or dishonest, I had only to ask him to read that text, and he was conquered.

Every morning during that term I either read or told them a story, sometimes funny, sometimes serious, and often with a Bible lesson woven through it, but I was careful to teach only those things upon which all denominations agree. The result was that I found, for the first time in all my experience, that my pupils were acquiring practical Christianity and were growing better day by day. Never before had I been so loved by both children and parents, for I made myself at home in every house, and I thanked God over and over again that he had prompted me to put that text on the wall.

I must not omit an incident that occurred near the close of the term. It was only a child's remark, but the highest compliment that the greatest man in the land could pay me would not be so precious. I had been spending an hour with a little boy who was sick, and had just finished telling him a story, when suddenly he asked:

"Teacher, what church do you belong to?"

"What makes you ask that, Willie?" said I, in surprise.

"'Cause I'd like to belong to the same church, if it would make me as good as you are."—*Cor. Normal Monthly.*

## REQUISITES IN THE PUBLIC SPEAKER.—III.



G. W. HOSS.

We notice, as a fourth requisite,

## FEELING.

IF we wish to lift speaking above plain talk, feeling is helpful; if into the higher department of oratory, it is indispensable. Eloquence, like poetry, roots itself back in the sensibilities. Eloquence always in greater or less degrees addresses the feelings. But feeling is most effectually reached and kindled by feeling. Therefore, he who would make others feel, must feel first. No law of our mental life is more universal and obvious than this, namely, that feeling begets feeling. Horace gives the rule:

*If you wish me to weep, you yourself must weep first.* What is true of grief, is true of our emotional and passionate nature in general. Hence we have the broader law, if you wish me to *feel* you must *feel* first. If you wish me to show pity, tenderness, affection, patriotism, courage, heroism and the like, you must show them first. This is a cardinal law of eloquence. It is futile for you simply to tell me to feel. You must show cause, and then lead the way. Show me a case demanding sympathy, and then show sympathy, and I and all your hearers are likely to follow. He who disregards this law will not reach the highest type of eloquence. Large thinking and logical processes may give coherence and strength; imagination may give beauty; but sensibility alone can give warmth,—heat. Emotion begets emotion. This is the universal and irrepealable law.

Eloquence has always availed itself of this law, whether in ancient or modern times, whether before a court in Judea, the populace in Athens, or the House of Burgesses, in Virginia. Under the fervid pleadings of Paul, Felix, the judge, trembles; under the intense appeals of Demosthenes, the Athenians cry out "We'll fight Philip;" and under the fiery impetuosity of Patrick Henry, a nation springs to its feet and shouts the words of its leader, "Give me liberty, or give me death." Here is eloquence—the eloquence of feeling—feeling intensified into a sublime love of liberty, country and justice. Thus feeling, as it plays up and down the long scale of human emotions, affections

and passions, will ever be found tributary to eloquence. Pale grief, murmuring through sighs, and looking through tears, is eloquent; hope, with parted lips, and arching brow, and lifted finger, is eloquent; and courage, with bared breast, dilated form, grasped spear and bated breath, is eloquent. Thus when lifted to a noble passion, or a holy affection, inwrapping the soul and driving the man on—right on to bold, heroic action, then feeling is impressing, inspiring, eloquent.

The means of developing feeling, and the after management of the same, however valuable to the speaker, not being within the intended scope of this article, are for the present omitted. It is sufficient to say that feeling is susceptible of culture, both in kind and quantity. It is also in a degree susceptible of control. This latter power the orator should possess in a higher degree. His power also to control the *expression* of feeling should be strong—almost absolute. He should be able to decide both manner and degree of this expression. Such power had Hamlet's orator, (player.)

"Is it not monstrous (wondrous), the power that this player had, but in a fiction. a dream of passion, could force his soul to his own conceit? \* \* \* Tears in his eyes, distraction in his aspect; a broken voice, and his whole function suiting."

Let him, therefore, who would be a speaker, study the subtle philosophy of feeling, and the modes of expressing the same.

We name as a fifth requisite,

#### IMAGINATION.

We need not stop, to give a critical definition of imagination. It is sufficient for present purposes to call it the ideal or creative faculty; phrased otherwise, that power of the mind that takes old concepts and unites them, forming new wholes. It projects its ideals into the future, and awaits the slow process of the years to make them real. This faculty created, in ideal, the sublime strains of Handel's "Messiah" before they ever sounded from harp or voice in the oratorio; so the "cartoons" of Raphael, before the artist's hands gave them visible existence on the tapestries that adorn the ancient walls of the Vatican.

While it has not the ken of the prophet to see what shall be in the future, it holds the magician's wand which connects that future with the present. Dropping figure, it has the power to

make the past and future present, the abstract concrete, and the ideal, real.

These characteristics make it apparent that imagination is needed not by the artist and poet alone, but by the orator. In common with the artist, he needs it in composing: composition in letters is kin to composition in paints. But in delivery its need is greater. If he would present the distant and invisible, he must see it before he can make his audience see it. If he would paint the pinnacled Alps, or the castellated Rhine, he must be able to shut his eyes and see them as if in his presence. Thus seeing by means of his imagination, he is able to make his auditors see by means of his words; i. e. to make them see through their ears. Thus he is able to make the absent, present; the ideal, real; at times giving to "airy nothing a local habitation and a name." Thus Patrick Henry was enabled to make the Virginia Burgesses hear "the clash of resounding arms at Concord and Lexington, and the clanking of British chains on the plains of Boston. Thus Burke made the English Parliament see gaunt famine stalking through the once fertile vales of the luxuriant Carnatic. It was this that enabled Bunyan to see pilgrims come out of the Slough of Despond, and run up the shining way through the gates of light into the land of Beulah. It was this that enabled Longfellow to represent night as a robed priestess in her temple, when he said,

"I heard the trailing garments of the night,  
Sweep through her marble halls;  
I saw her sable skirts all fringed with white,  
From her celestial walls."

A vivid and cultivated imagination, like a faithful mirror, receives and generously gives back all, and at times seemingly more, and improved;—like pillars of brass fronting the sun, that receive and render back both his image and his heat.

Plain talking or able reasoning can get on without imagination, but eloquence never.

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HE who has got nothing to do in this world but amuse himself, has got the hardest job on hand I know of.

## HISTORY.—IV.

W

C. W. HODGIN.

THE facts of United States History may be grouped together together as *one whole*, extending, in time, from an indefinitely remote period to the present. This whole is susceptible of division into parts or *periods*, each consisting of a group or groups of events which constitute a step or series of steps in the development of the United States History as a nation.

The following diagram exhibits the general division used by the writer, and is substantially that recognized in some of our best text-books on United States History :

(Whole.)

(Parts.)

U. S. History from — to 1874.	{	1. Aboriginal Period, — to 1492.
		2. Period of Discoveries, 1492 to 1607.
		3. Period of Settlements, 1607 to 1689.
		4. Period of Intercolonial wars, 1689 to 1763.
		5. Period of the Revolution, 1763 to 1789.
		6. Period of Nat'l. Devel'm't., 1789 to 1851.
		7. Period of Civil War, 1861 to 1865.
		8. (Teacher and class may name.)

This arrangement, while it is convenient, is not taken arbitrarily for convenience; the division *exists in the subject itself*, and when this fact is comprehended, an important step is taken toward knowing United States History.

It may be asked, Why introduce the Aboriginal Period, since the New World was wholly unknown to Europeans previous to 1492, the close of the period?

The New World *existed* previous to this time, and had its history; that is, it underwent a *development* by which it was prepared for occupation and utilization by those who have wrought out the present United States nation. The object of studying the period, is to learn what kind of a country its discoverers found; what its natural advantages growing out of its geographical position, the character of its coast line and surface, and of its rivers which are great roads already cut through it, in various directions, for the explorer, the traveler, or the trader; what its natural resources of mineral, vegetable and animal productions;

what its human inhabitants and their civilization. All these things exert a controlling influence on the subsequent history, and therefore imperatively demand our attention at the outset.

In from five to twenty lessons on this period, if properly presented by the teacher, and mastered, in *matter* and *idea*, by the class, a very solid basis can be laid for the following periods. In a paper on the Period of Discoveries, we shall attempt to show further the importance of this.

The knowledge of the geography of the United States, which pupils ought to possess before beginning United States History, can be now advantageously turned into this channel. They may be very readily led to see the adaptation of the territory of the United States to its use as the home of a great nation.

The following are a few of the topics which should be presented to a class for thought and investigation in connection with the study of this period :

1. Why is this period so called?
2. Why take an indefinite past time as its beginning? Why close it with 1492?
3. Why include a period previous to the discovery of America by Europeans?
4. State the geographical position of the New World. Name its grand divisions. Compare and contrast North America with South America in respect of position, coast line, surface, climate and productions.
5. From this comparison and contrast determine which is better fitted to promote the development of a highly civilized people.
6. In like manner determine the comparative value of the parts of North America known as the United States and British America.
7. Human inhabitants, their name, and why so called; their employments and implements used; their amusements, education, dwellings, dress and food; their government, religion, views of marriage, burial of the dead; theories in regard to the origin of the Indians, &c., &c.

A certain number of definite topics should be assigned (not too many), and the class required to learn from whatever source they can, all they can about them. Their text books in history and geography will help them; their parents may be questioned, and

old dusty books that have lain on the shelf for years may do good service. An enthusiasm, and a spirit of investigation will be aroused that will make the work a pleasure to both teachers and pupils. But, says one, "It takes so much time!" Yes, it takes time, but it *pays*.

NORMAL SCHOOL, TERRE HAUTE, IND., NOV. 18, 1874.

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## THE PHILOSOPHY OF PUNISHMENT.\*

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DELIA A. LATHROP.

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"**A** FAILURE in education is very possible through freedom [of action] of the pupil \* \* \* and for this very reason any theory of education must take into account, in the very beginning, this negative possibility [and provide against it]."

Any theory of education which is based upon the supposition that the child is but a passive recipient, mere clay to be molded, or marble to be chiseled, or canvas to be painted, is at fault at its very foundation. The child is a self-determining creature. The more his mind is developed the more strongly does the self-determining power manifest itself. Indeed, to develop and direct this power is one of the chief tasks in his education. It is all-important that he should come habitually to determine himself in the right direction, that is, should come habitually to desire and will the Good and the True. So a theory of education must consider, when a child desires or wills the not-Good or the un-True how to determine him to the right.

As a precautionary measure, the educator should "anticipate the dangers which threaten the pupil \* \* \* and fortify him against them."

"An ounce of prevention is worth a pound of cure." Many of the most troublesome cases of school discipline could be avoided with no compromise of authority, by forethought. A teacher of little experience, even, knows in what his pupils are most likely to transgress, and should guard those points first, by diminishing the degree of temptation to that which his pupils are able to re-

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\* See *Pedagogics as a System*, § 38-45.



sist. Resistance to the full measure of their ability is a source of moral strength.

"Intentionally to expose a child to temptation is devilish; on the other hand, to guard him against [every] chance of temptation, to wrap him in cotton \* \* \* is much more dangerous; for temptation comes not alone from without, but quite as often from within. \* \* \* The truly preventive activity consists not in abstract seclusion from the world, *all of whose elements are innate in every individual*, but in the activity of knowledge and discipline."

How often occurs the spectacle of a restless, self-willed, untutored boy, harassing the teacher's life out of her; whose "evil communications" she tries to "stop off," by putting in the spigot, only to see a flood of mischief foam out at the bung. A little of this sort of repression, and then a little of that; a seat here, or a standing place there; now a threat, and now a blow; all are tried to no purpose. What the restless fellow needs is *work*, close, heathful mental exercise and plenty of it. By such indirect ways the commission of wrong acts is prevented, and the child is led, unconsciously to himself, to perform good acts, and comes finally to an established habit of correct acting.

"If one endeavors to guard against [all temptation] to that which is evil and forbidden, the intelligence of the pupils reacts in deceit against such efforts, till the educators are amazed that such crimes as often come to light could have occurred under such careful control."

Nothing is more stimulating to evil than the consciousness of being the object of a continual police surveillance. Constant watching means to the child a lack of confidence in his moral ability, or in his integrity. Your doubt of either stings his pride and he loses respect for you. By your constant scrutiny his attention is fixed upon the evils you would have him avoid, his curiosity is aroused, his love of adventure is excited, his self-assertion is limited, and the forbidden thing has a growing fascination for him.

"If there should appear in the youth any decided moral deformity \* \* \* the instructor must at once make inquiry as to the history of its origin [that he may determine whether] what appears to be negligence, rudeness, immorality, foolishness or oddity may [not] arise from some real needs of the youth."

Every teacher has known cases of obstinacy which were the

result of systematic repression at home. What such children need is a gradual leading back into the freedom of which they have been deprived, and not punishment for obstinacy. They are familiar with cases of violent temper, the result of constant fault-finding and threats of punishment. What such need is not more punishment, but encouragement and the development of a sentiment of self-respect. Rudeness of manner is often the result of timidity, and impertinence, of a mistaken notion of the manly spirit.

"If it should appear that the negative action [is] a product of wilful ignorance, of caprice or of arbitrariness on the part of the youth, then this calls for a simple prohibition, no reason being assigned. \* \* \* Only when the youth is old enough to understand should the prohibition, together with the reason therefor, be given. This should be brief. The explanation must not be extended into a doctrinal essay, for in such a case the youth easily forgets that it was his own misbehavior that was the occasion of the explanation. The statement of the reason must be honest. False reasons are morally blamable, and tend to confuse. [The instructor should bring before the youth the immediate consequences of his act; those which lie so fully within the range of his experience as to be understood by him.] It is a great mistake to unfold to him the broadening consequences which his act may bring. These uncertain possibilities are powerless to affect him."

Direct, pointed reproof, stating definitely, clearly, in few words immediate and necessary consequences which the pupil can readily apprehend, is that which tells. Bringing a mother's gray hairs in sorrow to the grave, or losing the chance of becoming president, are not to an ordinary boy, as strong reasons for a present self-denial, as the forfeit of an honorable mention this evening to his mother, or the loss of the seat of honor in the school room.

"Only when all other efforts have failed, is punishment which is the real negation of error, the transgression, or the vice, justifiable. Punishment inflicts intentionally pain upon the pupil, and its object is, by means of this sensation, to bring him to reason, a result which neither our simple prohibition, our explanation nor our threat of punishment has been able to reach. \* \* \*

"Punishment, as an educational measure, is essentially cor-

relative, since by leading the youth to a proper estimation of his fault, it seeks to improve him. \* \*

"In the statute laws, punishment has the opposite office. It must first of all satisfy justice. If a government should proceed on the same basis as the educator it would mistake its task, because it has to deal with adults whom it elevates to the honorable distinction of responsibility for their own actions. [The State cannot go back to the motive;] it must first of all consider the deed itself. It is quite otherwise with the educator; for he deals with human beings who are relatively undeveloped, and who are growing toward responsibility. *So long as they are under the care of the teacher the responsibility of their deeds belongs in part to him.*"

Punishment must always be modified by disposition and circumstances, consequently it calls for the exercise of the tact and ingenuity of the teacher.

"Corporal punishment is the production of physical pain. This kind of punishment [is proper] provided it is not too often administered, or with too much severity \* \* \* so long as the higher perception is closed against appeal. \* \* \* The view which sees in the rod the panacea for all the teacher's embarrassments, is censurable; but equally undesirable is the false sentimentality which assumes that the dignity of humanity is affected by a blow given to a child, [thus confounding] self-conscious humanity with child humanity, to which a blow is the most natural form of reaction [and the one] in which all other forms of influence end"

If the conscience is undeveloped, the reasoning power feeble; if the youth has no internal restraints, and so can be influenced by no higher considerations better influence him through his physical organism and so make a pause for the appeal to higher motives. The moral sense is a growth, and correct moral judgments come by experience. But a correct moral sense can never be developed while a youth is running full tilt into evil, in defiance of all authority. He must be bitted before he can be trained. If the moral judgment is developed in due proportion, a state demanding such discipline will not arise. While he is but an infant in this regard, he must be reached as infants can only be, through the physical organism.

"The man ought not to be whipped, because it reduces him to the

level of a child; if [the whipping is] barbarous to that of a brute. \* \* \*

"Isolation is a higher grade of punishment. By it we teach a pupil his helplessness when left to himself."

Its object is not to inflict physical pain, nor to terrify him, but simply to cut him off from sympathy. So the place of isolation should not be physically uncomfortable, nor be dark nor frightful.

"This is quite different from punishment based on the sense of honor, which in a formal manner shuts the youth out from companionship because he has attacked the principle which holds society together, and for this reason can no longer be considered as belonging to it. *Honor is the recognition of one individual by others as their equal.* Through his error, or it may be his crime, he has made himself unequal to them, and in so far has separated himself from them, so that his banishment from their society is only the outward expression of the real isolation which he himself has brought to pass in his inner nature, *and which he by his negative act only, betrayed to the outer world.*"

The feeling of honor in a school is very strong, and much can very properly be done in the matter of rank and classes.

This gradation of punishment is to be observed. "Starting with sensuous, physical pain, it passes through temporary physical isolation, up to the idealism of the sense of honor [isolation of spirit]."

But any punishment which appeals to the higher nature is useless until that nature is sufficiently developed to answer to the appeal.

COMPULSORY education has been defeated in Pennsylvania. One fact developed by the discussions is, that there are not school houses enough in many places to educate all the children, if they were compelled to go to school.

The vilest sinner may return—everything save an umbrella

Common sense—pennies.

Noah was an ark-itect of the first water.

Home stretch—the stretch across the maternal knee.

Ministers of the interior—the cook and the doctor.

## LETTER-WRITING.

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WM. A. BELL.

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PERHAPS the most important subject that is almost wholly neglected in our common schools, is *letter-writing*. The great importance of the subject is apparent to every one who will give it but a moment's thought, and yet teachers say that they cannot find time for it. They find time to teach Cube Root, Equation of Payments, and Alligation Alternate; they find time to teach children how to rattle off a primary lesson, and to give Gould Brown's method of disposing of difficult words in peculiar and unusual constructions; they find time to teach the names of hundreds of insignificant towns and rivers in Africa and Asia; and yet they have no time to teach letter-writing. They have abundance of time to teach what nine-tenths of the children will never have occasion to use in practical life, though they should live to the age of Methuselah, but have not time to teach the children what all of them will have to practice as long as they live.

Letter writing should be taught in every common school in the State. "What does it signify if a person can parse like a rattle-box, or solve the most difficult problems, if he disgraces himself in every letter he writes?" This plea of "want of time" is all nonsense. Teachers have the time, i. e., they have all the time there is. They have from 9 o'clock in the morning to 4 o'clock in the afternoon to devote to whatever they consider of most importance. Why do teachers not say that they have no time to teach arithmetic? simply because they look upon arithmetic as being very important, and, as a matter of course, take time for it. When a teacher says that he has not time to teach letter-writing he simply says that this subject is not of so much value to pupils as others, and he does not choose to take time for it. Let the great importance of the subject be felt as it should be felt, and every teacher in the country will either take the time or *make* the time to teach it thoroughly. Whatever children may or may not learn, no child should leave the common schools without knowing how to write a creditable letter.

Knowing that many teachers need information on this subject, we give the following model :

*Richmond, Ind., Dec. 2, 1874.*

*W. A. Bell, Esq.,*

*Indianapolis, Ind.*

*Dear Sir,*

*Please find inclosed \$1.50, for which send me the Indiana School Journal for another year.*

*Allow me to congratulate you on your success in making the Journal practical. I take five other Educational papers and in none of them do I find so much that I can carry into my school room with me and use in my every-day work. Every number seems to contain something especially adapted to the needs of teachers in the common schools. The editor of the Wisconsin Journal was certainly right when he said, in speaking of your Journal, "It is eminently the practical teachers' journal of the United States."*

*I expect to be in Indianapolis in a few weeks, when I hope to meet you.*

*Very truly,*

*A. J.acher.*

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Please notice very carefully the arrangement of all the parts of the above letter, and especially the punctuation.

We copy the following, by permission, from Miss Haworth's Manual of Penmanship. It gives the names of the different parts of a letter, and makes some good suggestions. With these helps no teacher can find an excuse for neglecting the important subject longer.

## SPECIMEN FOR A LETTER.

a.....187...

b.....

b.....

c. Dear.....

d.....<sup>1</sup>.....

e.....

5

2

e.....

6

3

e.....

7

4

f.

g.....

8

h.....

## KEY.

- a, the date.
- b, the address.
- c, the introduction.
- d, the beginning of the letter.
- e, the body of the letter in three paragraphs.
- f, the end of letter.
- g, closing formulary. } or subscription.
- h, the signature. }
- 1, 2, 3, 4, heads of paragraphs.
- 5, 6, 7, 8, ends of paragraphs.

In common note paper, the distance from the margin of the body of the letter to the paper's edge should be from a half to three-fourths of an inch, and the beginning word in each paragraph as much more. In foolscap or common letter, the margin alongside the body should be an inch, and the paragraph margin three-fourths of an inch more.

When the message is short, let it occupy the middle of the page, beginning at a distance from the top, and finishing as far from the bottom. The margin at the left of the body should have the same width throughout, and ditto with the margin of the paragraph beginnings. (No margin should be left at the right of the paper.) When the last word in a line has insufficient room, it must be divided. But divide only such words as are divided into syllables, and let the point of separation be always between two syllables. Nothing looks more unrefined than a page with this rule violated. If the space is too short for the entire syllable, either abbreviate the word or carry the syllable back to the next line.

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## PREPARATION OF LESSONS.—II.

*J. J. MILLS.*

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**I**N the attempt to secure thorough preparation of lessons in geography, we encounter two serious difficulties, and these are not always sufficiently appreciated by the teacher. In the first place, almost the entire subject-matter that the pupil is required to learn is 'beyond the sphere of his experience.' His observation has perhaps not extended beyond the limits of his own county, or at most further than the boundaries of his own native State. Mountains and oceans, gulf stream and trade winds, legislatures and capitals are quite as much products of his imagination as tropics or poles.

Secondly, aside from this exercise of the imagination, the study of geography, as presented in the text-books, exercises none of the powers of intelligence except *memory*. There is in it little to arouse children to think, to furnish them with materials for the exercise of reason and judgment. The consequence is that the



pupil's memory 'is merely burdened with abstract statements, and only those things are remembered that are burnt into it by interminable repetition;' and what is thus fixed in the memory is, for the most part, only 'an array of disconnected facts which may be made available in astonishing visitors at examination,' but are utterly useless as a source of pleasure or profit to the child in the exercise of the thinking powers. Herein lies the explanation of the far too common fact that pupils complain that geography is uninteresting and of no value, while parents intercede to have their children excused from it, and teachers lament the drudgery of teaching it. Hence we conclude that if the powers that be decree that all the pages of text and the endless columns of questions presented in the books must be crammed into the unfortunate boys and girls at the desk, he whose duty it becomes to administer it must resort to other incentives than class standing, per cents, detaining at recess or after school, demotion or suspension, to induce them unresistingly to take their daily doses at the hour assigned for study.

It becomes the duty of the teacher to direct the study of the pupils beyond the memorizing of verbal descriptions to a discovery of the relations existing among the facts that pupils are required to learn. Among the many aids to the accomplishment of this end none are more valuable, perhaps, than a well constructed set of questions or topics placed upon the blackboard before the class, to assist them in the preparation of the lesson. If skillfully made, these will excite curiosity in the learner, and lead him back to grasp the facts mentioned in the text, and to draw inferences from and discover relations among these facts, which, while they aid the memory, are often of greater importance than the facts themselves.

Suppose the class to be engaged upon the geography of the central states. The teacher might place before them the following

#### OUTLINE OF STUDY.

1. Be able to draw from memory the Ohio and Wabash rivers, indicating their intersection of state boundary lines, mountain chains, etc., and confluence with other streams.

2. Describe the country through which each flows. Is it inhabited? timbered? fertile? What agricultural productions, mineral resources, etc.

3. Locate all the manufacturing cities. They manufacture what? By steam or water power? Material obtained where? How? Manufactures shipped where? How?

4. Locate commercial cities. They import what? Export what? How?

5. Draw vicinity of Cincinnati, showing three rivers, three nearest cities, boundary lines of three States, etc.

All the information called for must, of course, be given directly or indirectly in the text-book, but the outline must be so constructed as to effectually break up the study of words, paragraphs and pages, and lead the pupil to use the map and the accompanying list merely as aids in forming a vivid conception of the country described—to give to the geography a real existence *outside* the text-book.

In doing this, a double purpose is served; the immediate object of the study is more speedily and satisfactorily effected, and the pupil is trained, in some degree, in the *right use of books*, no small item in his school education.

The introduction of map-drawing into the schools was an epoch in the history of geographical instruction. It placed in the hands of the teacher a most excellent means toward securing a careful preparation of lessons.

But too often the *mechanical* work of map-drawing is allowed to become the chief end of the pupil's labor, and its true function in assisting the acquisition and retention of information is made of secondary import or wholly dropped from sight.

The execution of a neat map upon paper, is no exponent of a child's real knowledge of geography. The drawing of a good map, with correct outlines, artistically drawn mountain chains and river systems and neatly shaded coast lines, may be a tolerable exercise in drawing, but it is not studying geography. Map-drawing should ever be regarded merely as a means to an end. Hence, whenever a map is assigned to be drawn by a class, some definite object to be reached by the operation must be kept prominently in view.

If it be the map of North America, it may be drawn once to fix clearly and permanently in the mind the form of the Continent, and its form and size compared with South America or Europe.

It may be drawn a second time to bring out the relative position, height, etc., of its mountain systems and their relations to the mountain systems of South America. The third drawing may have for its object the exhibition of the relation of the river systems, lakes, etc., to the mountain systems.

A fourth drawing can have for its purpose the indication of great mineral regions, lumber, corn, sugar, rice, cotton regions. The object of a fifth drawing might be the location of important cities, the pointing out of reasons for their respective locations, and the causes of their growth, as seen in the manufacturing or commercial advantages afforded by the surrounding country, the rivers, lakes, etc.

In this way the pupil will become accustomed to regard the map as the symbol of a reality, and while his hands and eyes are busy with the lines and colors upon the paper, his imagination is dwelling upon the actual mountains, the wide-spreading plains, the rolling rivers and the busy city. He has become emancipated from his bondage to the phraseology of his book, and his geography becomes alive and real.

What has been said of geography as a study may, with almost equal force, be said of history; and any assistance that is available in the preparation of lessons in the former, may be used profitably in the latter. Every important event, exploration, settlement, or campaign, should become an object for an exercise in map-drawing.

An outline of study for a history lesson may lead the pupil to observe carefully the important facts in the mass of details which the page before him presents, and to avoid giving unnecessary study to that which is of minor importance. Further, he may by this means be led to discover the relation which the lesson of to-day sustains to those which have preceded it, and thus he will be directed to a study of causes and effects as exhibited in the success of events, instead of spending his time committing to memory isolated facts and dates. "When? where? and by whom?" are necessary questions for the student of history, but here, as in all other departments of study, a perpetually recurring "why," is the spirit that gives life to the dry bones of fact.

*(To be continued.)*

THE following poem was prepared for the "Memorial Exercises," to be held during the session of the next State Teachers' Association, by Mary L. Thompson, of Fort Wayne.

"ON THE DEATH OF HON. M. B. HOPKINS."

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- I. They fade before us one by one,  
The true, the noble and the brave,  
And in the waning of the year  
We come to lay upon the grave  
Of him we knew so long and well,  
The laural wreath and asphodel.
- II. Among the few who strive to climb  
To nobler heights and freer air,  
Who seek the fields of broader thought  
Where trees of knowledge grow most fair,  
He found his place and did his part  
With growing zeal and earnest heart.
- III. His arm was strong to aid the right,  
His hand to clear the rugged way,  
We wrought the better for the life  
Of him we sorrow for to-day:  
A life that held a purpose strong,  
To conquer unbelief and wrong.
- IV. Oh, hand, that wrought for other's good!  
Oh, heart, that beat for others' weal!  
We felt their power in the past;  
The void they leave to-day, we feel.  
Their work to us seemed scarce begun  
Before the heights he sought were won.
- V. Before his path the golden gates,  
Which had been holden from our eyes,  
Rolled backward, and revealed the way  
To verdant hills of Paradise:  
The land upon the other side,  
Where Heavenly Wisdom doth abide.
- VI. In manhood's perfected estate  
He knows as he also is known,  
And hears the glad and welcome words  
Of Him who reigns upon the throne,  
"Well done, good servant of the Lord,  
"Come thou to thy divine reward."

## OFFICIAL DEPARTMENT.

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OFFICE OF ATTORNEY GENERAL,  
Indianapolis, Dec 9, 1874.

HON. A. C. HOPKINS, Sup't. of Public Instruction:

DEAR SIR:—I have the honor to acknowledge the receipt of your communication of the 8th inst., in which you refer to me a statement of facts, as follows: That in a school district, at a legal school meeting, a majority of those lawfully entitled to vote therein, decided, in due form, that they did not wish a certain person to be employed as teacher in their district; that, afterwards, the Trustee, in disobedience to such expressed wish, employed said person as teacher in said district, who is now acting as such teacher. Upon these facts my opinion is requested as to what remedy is afforded by the law.

The employment of a teacher, under the circumstances stated above, is clearly illegal. In section 28, of the act to provide for a general system of common schools, etc., approved March 6, 1865, it is provided that the Trustee "shall not employ any teacher whom a majority of those entitled to vote at school meetings, have decided, at any regular school meeting, they do not wish employed."

In the case of Harrison Township, Cass County vs. Conrad, et al., 26 Ind. 337, the Supreme Court decided that one who renders service as a teacher in the public schools, without having procured the certificate of qualifications required by law, cannot recover for such service.

This decision was predicated upon a provision in the school law, that no person should be employed to teach in any of the common schools of the State unless he had a license to teach, properly issued, in full force at the date of employment. Of course the decision related only to the right of a teacher without such license to recover judgment for his services of the Trustee in his official capacity. As to his right of recovery against his employer in his individual capacity, the Supreme Court did not decide; nor do I understand that question to be of any importance in this opinion. The legal doctrine is this: That the employment of a person as teacher, when such employment is forbidden by law, is illegal, and such teacher cannot derive pay for his services from the school revenues of the State. This applies to the facts upon which this opinion is requested, as well as to the facts upon which the Court based its decision, cited *supra*.

The Trustee has no more authority to pay a teacher so employed from the funds in his hands, officially, than he has to pay from such funds for

his private purposes. This proposition makes the remedy manifest. He can be enjoined from paying such teacher from his official funds; or, after such payment has taken place, he can be held responsible for the amount.

I think there is a remedy against the Trustee also by way of mandate. It is provided in our code that writs of mandate may be issued from the circuit courts to any inferior tribunal, corporation, board or person, to compel the performance of an act which the law specially enjoins; or, a duty resulting from an office, trust or station. (2 G. & H. 322.) In the case of Frazer, Trustee, vs. State ex rel. Gondie, 21 Ind. 317, the Supreme Court decide that a mandate is a proper remedy to compel a trustee to locate an additional school district, when proper proceedings for such purpose had been taken according to law, which made it the duty of the trustee to locate such district, and he had refused to do so. In this case, the people of the school district have the right to demand the employment of a teacher according to law, and upon the refusal of the trustee to employ such teacher, because of the employment of the teacher against whose employment the majority of the legal voters of the district had decided in due form, and without other excuse valid in law, then such trustee can be compelled by mandate, to discharge his duty as enjoined by the law.

Very respectfully,

CLARENCE A. BUSKIRK,  
Attorney General.

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On the first of January the new British factory act, passed in the late session of Parliament, to improve the health of children, young persons and women employed in factories, and for the education of such children, comes into force. By this act, during next year no child is to be employed under nine, and after that year under ten, except where he was lawfully employed before that period. There are special regulations as to the employment and refreshment of children, young persons and women in factories between six A. M. and six P. M., but no employment is to be beyond four hours and a half continuously without a meal, nor any employment after two o'clock on Saturday. The hours of meals are to be simultaneous for children, and employment during meal-time is forbidden. Until the first of January, 1876, employment for the recovery of lost time is to be permitted, until which time a person of thirteen and under fourteen is to be deemed a child unless an educational certificate is obtained. After the first of January, 1876, children must attend efficient schools.

## EDITORIAL.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, for postage. If sent with the subscription it will save trouble and expense.

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We take pride in calling attention to the meritorious character of the articles that compose the body of this number of the Journal. We invite teachers to read them carefully and then compare them with what they can find in a single number of any other educational paper published. We do not fear the result. We claim, for most of the articles, that they are not only eminently practical, but that they have for their foundation great principles which the wise teacher will readily recognize.

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### THE NEW POSTAGE LAW.

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The Editor was compelled to prepay the postage on many of the Journals this month because subscribers have failed to send in their postage promptly. Let every subscriber who has not paid, forward his postage at once—ten cents for the year, or one cent a month (in stamps) for shorter periods. This is but a trifle for each subscriber, and yet it would amount to several hundred dollars each for the editor.

This is not an additional tax; the law simply requires that the postage shall be paid at the office at which a paper is mailed instead of at the one at which it is received. We hope that subscribers will give this matter immediate attention.

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### INTEMPERANCE.

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That intemperance is the monster evil of this country everybody admits. That it is either directly or indirectly the cause of nine-tenths of all crime and poverty, no well-informed person denies. That it slays its

thousands every year and carries anguish and despair into ever community, if not into every household, are facts so palpable that he who runs may read. That it costs more than all our schools and all our churches and all our other taxes combined, is proved by figures which cannot lie. That it is destroying the brightest intellects and dragging down to perdition thousands upon thousands of immortal souls needs no confirmation. The damning evil of intemperance, words cannot picture, and yet what can be done? What can teachers do? It seems to us that they can do much.

Laws, however good, can never do away with the evil; they can only restrain and limit it. As long as men have the appetite for whisky they will get it in some way and drink it, and as long as they allow themselves to be governed by their appetites they will get drunk. The only great *permanent* reform that can ever be made must be made through the children. Before their tastes have been perverted and bad habits formed, they must be *warned*. They must be taught to look upon intemperance as their greatest enemy. They must be taught that it destroys body, mind and soul. And this teaching must not be a mere telling at incidental times and in an indifferent manner, but these ideas and this sentiment must be drilled into them—must be burned into their very minds and characters, so that it will be as natural for them to abhor intemperance as it is for them to think. With these principles thus fixed, and the self-control that every good teacher considers an essential part of a true education, children will grow to maturity with such sentiments and such powers as will enable them to resist any temptation that this great enemy can present. Ninety-nine boys out of every hundred who learn to use tobacco do so in order to appear *manly* (?). They do not like the tobacco—in most cases it makes them deathly sick, and yet they are willing to undergo this suffering for the sake of appearing manly, according to their perverted ideas of manhood. The same is true in a degree as to forming the habit of drinking. Thousands of boys and young men are led into the habit of *drinking* and *treating* because they have the idea that these things are *manly*.

It should be the great work of the teacher to correct these false ideas. Let boys be taught that these things are *not* manly, in the better use of that word; that they make the person who indulges in them less a man and less a gentleman. Let them be taught that they can be more manly without these habits than with them, and that it takes more strength of character to resist them than to yield to them. Let them be given truer ideas of manhood and of life, and the number that fall into these bad habits will be diminished an hundred fold.

This is a great field, and it seems to us that every conscientious teacher must work it. The teachers must bring about this great temperance reform, if it is ever brought about. Their power in this direction is untold and inestimable. What can they not accomplish if they will but *work*.

What we have advised above is not political, not partisan, but what every good citizen must heartily indorse.



## COUNTY SUPERINTENDENCY.

We feel that we should not do our full duty, did we not make a final appeal to teachers and other friends of the county superintendency law, and urge them again to *work*.

We are confident that an attempt will be made in the coming legislature to repeal the law, and we are also confident the law can be saved if teachers will do what they have in their power to do. If the law is abolished it will be because the members of the legislature think that a majority of the people wish it abolished. It will be their aim to please the people. Now, these legislators can only know the will of the people from what they hear, and if one hears only a few persons speak against the law and no one in favor of it, he will naturally conclude that the law is unpopular. The hundred or more teachers in the county stand for nothing because they have not been heard from. But suppose that these teachers have been heard from—suppose that the legislator has heard ten speak for the law to where he has heard one speak against it, would he not just as naturally come to the conclusion that the law is popular? Certainly he would, and act accordingly.

We wish to urge that each teacher shall make this an individual matter, and if he is not acquainted with the Senator and Representative from his county, and cannot have personal interviews, let him write letters. It is but a small item to write a letter, and yet if each member of the legislature should receive a letter from every teacher in his county, it would have a telling effect.

Let this matter also be worked up at township institutes, and resolutions passed and sent to members. Articles in the papers will help, but will not effect so much as these personal appeals. Superintendents can do much in working up these matters, not only among the teachers but with the trustees, and they should leave no stone unturned. Let it be remembered that not only superintendents are interested in this, but every teacher in the State. The repeal of this law would turn back the wheel of education in this State at least a decade of years.

## TOWNSHIP LIBRARIES.

We learn from an *exchange* that the School Board of Fountain county, at a meeting in October, appointed a committee of which the county superintendent is one, to prepare a petition asking the legislature to provide for having the old township libraries sold, and the money derived therefrom paid into the general school fund.

We believe this to be a step in the wrong direction. We agree that these libraries have been greatly abused—in many cases almost ruined. We agree that they are, at present, read but little and are growing beautifully less every year. We agree that the cost of keeping, in a very few instances, amounts to "\$6 for each book read during the year." In

short, we agree that unless some change can be made for the better, the libraries should be sold as above recommended. But we believe that something better can be done.

The idea of placing a public library in every township in the State was a grand one. What better means can possibly be devised to supplement our public schools and aid them in diffusing light and knowledge into every corner of the State? With a good library in each township, and with a corps of teachers that appreciate its value in a community, its power to refine and elevate, and with the ability to influence the children to read, the amount of good that may be done can hardly be appreciated.

Heretofore these libraries have been, as above stated, grossly abused, but with a good superintendent in each county this evil can be remedied.

In our judgment, the thing to be done is to put these libraries into the best possible condition. Many of them yet contain valuable books. Then we wish to fall upon some plan to add new books to them. Fifty new volumes a year added to each library would give new life and new interest, and would have the effect to cause the old books to be read as well as the new. We believe that no one will dispute our statement when we say that a well selected library, with the ability to add fifty new volumes each year, would be an immense power for good in any community that was not heathen. And this can be had for the slight tax of a half cent on the hundred dollars. Such a tax gives Indianapolis about \$12,000 a year to be expended on its library. We hope that our next legislature can be induced to give a similar tax to the entire State.

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### TRANSIT OF VENUS.

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The transit of Venus occurred on the 8th of December, 1874, and was an event of great scientific importance. The phenomenon was caused by the planet Venus passing between the earth and the sun. Those who witnessed it saw nothing but a little black speck passing across the disc of the sun.

Its importance is due entirely to the fact that it will present the best but not the only method of determining distances between heavenly bodies. The Russian Government sent out 27 expeditions; France, Germany and England, 10 or 12 each, and the United States Government appropriated \$150,000 for the necessary apparatus, and placed the vessels of the navy at the disposal of eight separate expeditions. The Pacific ocean, a few hundred miles west of California, and points in Northern Europe and South Africa were the posts of observation. The observations are all made, but an impatient world will have to wait a matter of three years, to give the observers time to compare figures, before it can be gratified by any definite announcement of the result.

## THE LATE DECISION CONCERNING COLORED CHILDREN.

The Supreme Court of this State has reversed the decision of the lower court with reference to the rights of colored children in the public schools. This will have the effect to close the schools against colored children, except in cases where separate schools can be provided.

The question was on the constitutionality of the law of 1869, which provides, in sec. 3, that children shall be classified, for school purposes, on the ground of *color*. The law provides that separate schools shall be organized by each trustee for colored children, and when there is not a sufficient number in one township, two or more townships may combine to form a school. "But if there is not a sufficient number within reasonable distance to be thus consolidated, the trustee or trustees shall provide such other means of education for said children as shall use their proportion of the school revenue to the best advantage."

The State Constitution says—Article 1, section 23: "The General Assembly shall not grant to any citizen or class of citizens privileges or immunities which, upon the same terms, shall not equally belong to all citizens." Again—Art. 8, sec. 1: "The General Assembly shall provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all." The Fourteenth Amendment to the Federal Constitution says: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the States wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States."

The last clause of the State law undoubtedly "abridges the privileges" of such colored children as happen to live remote from other colored families. It frequently happens that there are but one or two colored families in a township, and it would be impossible to form them into separate schools. In such cases the trustee is expected to spend their share of the public money to the best advantage for them. *Their share* of the money is always less than \$2.50 a piece, and of course would amount to almost nothing in the way of employing a private teacher. As a consequence, these children must either grow up in ignorance or remove to some other neighborhood. This is certainly an unjust discrimination against colored citizens.

We are not an extremist—are not in favor of mixed schools where there is a sufficient number of each class to form separate schools; but where a *few* colored children must either be admitted to white schools or be left to grow up in ignorance, we are in favor of admitting them.

We are in favor of a law that will secure *equal rights to all*. The colored people ought not to ask more, and the white people cannot afford to offer less.

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THE OFFICIAL of this month discusses a matter that will be of interest to everybody, but especially so to trustees.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR NOVEMBER, 1874.

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#### ARITHMETIC.

1. Reduce 5 furlongs, 84 rods, 2 yards, 2 feet, 9 inches, to the decimal of a mile.
2. Define a circle, a circumference and a diameter.
3. A farm of 214 A., 3 R., 12 P., is to be divided equally among nine persons. How much will each receive?
4. Define insurance, valuation, premium and policy.
5. A wholesale dealer discounts 25 per cent. on 1 dozen pen-knives, at \$12 per dozen. The retailer sells the knives for \$12. What per cent. profit does he make?
6. Define the square root and the cube root, and give the sign of each.
7. A room is 20 feet long, 46 feet wide, 12 feet high. How long must a line be that will extend from a lower corner through the center of the room to the opposite upper corner?
8. Construct a table that will show the relation of longitude to time, and explain it.
9. If the principal, rate and time are given, how do you find the interest? Illustrate by an example.
10. Give the distinction between ratio and proportion, with an illustration.

#### GRAMMAR.

1. State resemblances and differences between adjectives and adverbs.
2. What is inflection in grammar, and what is its use?
3. What are the principal parts of a verb, and why so called?
4. *When I reign King thou shalt be my slave.* Parse the italicized words.
5. Write sentences using the word "that" as four different parts of speech.
6. Analyze the following sentence: "Help me to finish this work and you will not hear me complain."
7. What are the essential elements in a sentence? Write a sentence in which each of the essential elements shall be modified.
8. What are the distinguishing marks of a phrase, a clause and a sentence?

9. Correct the following in respect to capitals and punctuation: can these words add vigor to your hearts yes they can do it they have often done it.

10. Correct the following and give reasons for the correction:

Neither the master nor the scholars is reading,

If he is alone, tell him the news; but if any one is with him, do not tel him.

Hannibal was one of the greatest generals whom the world ever saw.

Who are you looking for?

This word I have only found in Spencer.

#### U. S. HISTORY.

1. How many voyages did Columbus make to the new world, and give the date of each.

2. When did the Spaniards conquer Mexico?

3. What was the first permanent settlement by Europeans in the United States?

4. Give some account of the first settlement of Virginia.

5. What was the first war in this country between the whites and the Indians?

6. Describe the early occupation of the Mississippi Valley by the French.

7. State the causes of the French and Indian war.

8. State some of the causes of the Revolutionary war.

9. What gave rise to the Constitution of the United States?

10. What were the causes of the Mexican war?

#### GEOGRAPHY.

1. What are the chief exports and imports of the United States?

2. Name and locate the principal capes on the eastern coast of the United States.

3. Over what waters would you pass in sailing from New York to Constantinople?

4. Name the principal animals and plants introduced into this country from the old world.

5. Which voyage is made in the shortest time: from New York to Liverpool or the return? Why?

6. Draw a map of Pennsylvania and locate the principal rivers, mountains, towns, etc.

7. Describe the Nile.

8. What is the difference between Great Britain and the British Empire?

9. Name the republics of South America.

10. What are the causes of oceanic currents?

PHYSIOLOGY.

1. How would you stop hemorrhage in the case of the cutting of an artery?
2. What are some of the evil effects of such violent exercises as jumping the rope, running a race, etc.?
3. What causes conspire to injure the vision of children at school?
4. Why should children be required to wear suspenders to support their clothing?
5. Name the three grand divisions of the brain in the order of size.

THEORY AND PRACTICE.

1. Do you regard it advisable to punish children by requiring them to learn extra lessons? Give reasons.
2. Why should a teacher know more of a subject than is found in the text-books which are used in his room?
3. Is it wise to attempt to secure the good will of the pupils by a laxity of discipline? Why?
4. What means have you taken during the past year to improve yourself in your profession?
5. In what particulars do you regard the present system of county supervision superior to the old system?

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**CLARK COUNTY.**—Superintendent A. C. Goodwin publishes in the papers the following items for each of his schools at the close of each school month: Enumeration of district; registered during the month; average number belonging; per cent. of attendance on average number belonging; average daily attendance; number of days' absence; neither tardy nor absent; number of cases of tardiness; time lost by tardiness.

**CLINTON COUNTY.**—The Frankfort Crescent, a strong Democratic paper, edited by an old teacher of more than ordinary good sense, lately contained the following as editorial:

"Some of our Republican contemporaries are greatly exercised over the prospective repeal of the county superintendency law. Do not be alarmed; nothing of the kind will be done. That law will stand, to be tried at least two years longer. Democrats are not fools."

**JOHNSON COUNTY.**—Sup't. B. F. Kennedy says: "I have visited them (the schools) once and am on my second round. Out of ninety schools there are only four bad ones, and we shall stop them. Our high schools are all flourishing. Our township institutes are a success this year. All our teachers pride themselves on keeping neat school rooms. No use of tobacco allowed in any of the schools in the county."

**WARREN COUNTY.**—Last year the different school corporations averaged, for length of school term, 128 days. This year the average is 139 days. Gain, this year, 11 days.

Number of pupils enrolled last year, 3,272; the average attendance, 1,804. This year the enrollment is 3,251; the average attendance is 1,867. Gain this year, in proportion to the enrollment, 69. Cost of each pupil for tuition, \$13; saved by the county this year, \$8.97.

This is a good showing. Supt. Parker is at work.

**CLARK COUNTY.**—The following figures show one way in which county superintendency is *paying* in Clark county. Magistrates, as well as teachers, seem to be inspired by this new county officer. They have paid into the public treasury, of fines, etc., as follows: In 1869, \$172.05; 1870, \$177.15; 1871, \$144.12; 1872, \$362.20. Yearly average, \$213.88. In 1873, \$489.45; 1874, \$499.85. Yearly average, \$494.65. Excess of yearly average, under county superintendency, \$280.77. Increase for two years, \$561.54. These figures will do to show. A. C. Goodwin is the superintendent.

**PULASKI COUNTY.**—Never was there so good a class of teachers in Pulaski county as at present, and as a result the schools were never before so good. The township institutes are well attended and are profitable. Monthly reports are made promptly, and are an excellent means of improving the schools. County superintendency, of course, is popular, because it has had much to do with bringing about these better results. Supt. S. Weyand is the power behind the throne.

**PARKE COUNTY.**—Good word reaches us from Parke county. The county schools are very much improved, and still improving. One report says: "The order is one hundred per cent. better than it was last year, and the advancement of the pupils correspondingly better." E. C. Siler, the superintendent, is working very faithfully and efficiently.

**ELKHART COUNTY.**—The minutes of the Elkhart County Institute, together with some other pertinent matter, have been published in pamphlet form. The minutes are not very full, but are made up of good points taken from the various exercises, and hence will be serviceable to teachers.

The Institute passed the following resolution, which we most heartily approve:

*Resolved*, That we, the teachers of Elkhart county, here assembled, recognizing the evils of intemperance in our land, do hereby pledge ourselves to use all reasonable efforts in our power to advance the cause of temperance.

**MARION COUNTY.**—W. S. Smith, the county sup't., has been sending out a series of circulars. One is to teachers, filled with advice, instruction, and suggestions that must be helpful to all young teachers, especially. One is to District Directors, in which he reminds them very forcibly of

their duties in reference to the care of school property, keeping up necessary repairs, visiting schools, etc., and gives instruction how to repair black-boards, how to adjust seats with reference to the size of pupils, etc. Another circular is addressed to parents.

"If you keep your children at home half the time, you not only cause them to forfeit the one-half, but you weaken their efforts and greatly diminish the value of the other half. Every teacher will testify that when a pupil stays out of school on Monday, his Tuesday is almost wholly spoiled.

"Your mistake has been in estimating the time of your children as belonging to you. This, by a moment's reflection, you will see is not strictly true. There are certain rights belonging to the children. They have a right to their own places in the school, and many of them are deeply grieved to be compelled to give them up. If they are so stupid as to make no complaint, the greater is your need to send them every day. The home reports which you receive from the teacher every month are intended for the purpose of acquainting you with the facts in the case. There are no good excuses for absence except high waters and sickness. Grown boys and girls stay away because they are green, they say; but urge upon them the fact that if they stay away they will always be green. It is better to appear green for a while in the school, than to be actually green on the stage of action."

These circulars must certainly do good, as they reach many persons that the superintendent cannot see in person. We recommend this course to other county superintendents and school boards.

HUNTINGTON.—The October report of the Huntington schools shows number belonging, 417; daily attendance, 400; per cent. of attendance, 69; cases of tardiness, 28; number of visitors, 128. Monthly examinations are held, and when a pupil's average falls below 65 for two consecutive examinations, he is placed in a lower grade. James Baldwin is the superintendent.

FOSTORIA, OHIO.—The active people of Fostoria, O., are making a vigorous effort to put on a permanent basis the prosperous normal school that is already in operation there. The effort is to make a school that will do N. W. Ohio credit, and to put themselves in a condition to secure the location of one of the State Normal Schools that Ohio *ought* to establish soon.

LAWRENCE COUNTY.—The *Commercial* says: "Our schools are progressing finely in this county. This is much owing to the efficiency of our county superintendent." W. B. Chrisler is the man referred to.

BRAZIL.—The papers have lately been full of statements in regard to the School Board of Brazil throwing colored children out of the public schools in consequence of the late decision on that subject. Many of these statements were false or greatly exaggerated. The facts, as we



have them, are that W. R. Torbet, the only acting trustee, ordered the superintendent to exclude the colored children, which was done. Similar action has been taken in several other places. As the case is to be appealed to the Supreme Court of the United States, and is therefore not finally settled, this course is certainly unwise, especially in places where the people are making no disturbance about it.

The editor of the *Echo* has been through the Brazil schools, and finds them in excellent condition. Mr. M. S. Wilkinson is the sup't.

**HANCOCK COUNTY.**—Superintendent J. H. Binford requires teachers to send him monthly reports, not only of their schools but of their own work. A capital idea. In a circular to teachers he has the following which is suggestive:

"A hint on neatness might benefit some teachers. The papers generally have a respectable appearance; but a few, like the school-rooms of the authors, are decidedly slovenly. Let all the work be done in a neat, legible, business-like manner, remembering that these Reports will stand as a living record *for or against* you. Let the same care be taken in keeping your "School Registers." Follow the instructions of the book. Let all the enrolling and marking be done with ink. It is advisable for each teacher to have a private register and transfer the work."

**MIAMI COUNTY.**—Township Institutes are in full operation. The superintendent is making it a point to be present at the commencement and assist in organizing. Some trustees are determined to hold institutes every two weeks, instead of four; a commendable idea. The superintendent is visiting schools at present, it being his intention to reach every school in the county at least once during the winter. Schools are waking up, as a consequence, and are presenting a strong plea in favor of county superintendency. Last month the superintendent convened the trustees to make some alterations in the rules and regulations pertaining to the schools. It was decided to add to the teachers' license 5 per cent. for success in teaching, 5 per cent. for attending institutes, and 3 per cent. for taking an educational journal. N. B. STRAYER.

**LAWRENCEBURG.**—Lawrenceburg is having a course of lectures this winter, at the rate of two per month. When three out of the ten lectures engaged had been given, the sales of season tickets and the receipts at the lectures amounted to a sum sufficient to pay the expenses of the entire course. This insures success to the enterprise, and shows what may be done when the proper effort is made in a wide-awake place.

The pupils of the high school, a short time since, gave a public concert which was quite creditable. This is Mr. E. H. Butler's place of operation. He works *well*.

The address delivered by J. W. Cowen, superintendent of Steuben county, before the teachers' institute of that county, was published in full in the *Steuben Republican*.

A PLAN FOR A LITERARY SOCIETY.

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As high schools are being organized in nearly all the cities of the State, teachers feel the necessity of furnishing their advanced pupils greater literary advantages than those afforded by daily recitations.

To apply the rules of Grammar or Rhetoric necessitates much practice in composition. To acquire the highest excellence in elocution as well as to remove embarrassment, declamation should be made a frequent exercise. To cultivate the reasoning powers requires practice in debate. The old plan of devoting Friday afternoon to these exercises proved a failure. It failed to instruct the pupils and interfered with the work of the school. For the benefit of those who may feel the want of a better plan, I submit the following one, pursued in the Vincennes high school:

We have a Literary Society which meets every Friday evening at 7 o'clock, the sessions usually lasting till half past nine. Only the pupils in the three higher classes are allowed to become members. Each member performs one duty each week. For this purpose the members are arranged in three divisions, which alternate in the duties of declamation, essays and debate. The Superintendent and Principal of the high school are *ex-officio* the critics of the Society. All the other officers are elected by the Society. As a just reward for the extra efforts required by the members 5 per cent. is added, at monthly examinations, to their general average. This I regard as a very low estimate of the benefits arising from a well regulated literary society. On the fourth meeting of each school month, we have a public lecture. By this plan we keep up a course of lectures throughout the year. These lectures cultivate a healthy public sentiment. The Society renders the music on these occasions.

The Society gives two exhibitions a year; one during the holidays and the other in March. We find that this plan fully meets our wants. It teaches self-government, and adds much to the attractions of school life. I have tried several plans and can heartily commend this as the *very best* of those usually pursued.

T. J. CHARLTON.

VINCENNES, December 15.

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THE first number of the New England Journal of Education will be published at Boston, Jan. 2, 1875, under the auspices of the American Institute of Instruction, and the Teachers' Associations of the several New England States. Hon. T. W. Bicknell resigns his position as Commissioner of public schools of Rhode Island, to assume its editorial management, and Charles C. Chatfield, of New Haven, Connecticut, removes to Boston to take charge of the publishing. The Journal of Education will be issued weekly, each number containing twenty pages, of the size of the Christian Union, at the subscription price of \$3 per year, including postage.

## SUPERINTENDENT'S BIENNIAL REPORT.

The proof sheets of the State Superintendent's forthcoming report are before us, and we take from them the following facts:

Total school fund.....	\$8,711,319 60
Increase in permanent fund for 1873.....	121,081 03
Increase from regular sources .....	56,140 96
Increase in 1874, from regular sources.....	73,792 11

Fines and forfeitures have been paid in as follows: in 1872, \$39,306.51; in 1873, \$48,171.61; in 1874, \$64,091.71. So much for county superintendency.

The total tuition revenue is \$2,211,328.13. Whole number of school children in 1874, 654,739. There are in the State 9,129 school houses; 82 stone, 1,172 brick, 7,657 frame and 279 log. The total value of school property is \$10,373,692.54. Number of teachers employed, males, 7,363; females, 5,292; total, 12,655. We believe that Indiana is the only Northern State that employs more male than female teachers.

The average wages for teachers per month is, for males, \$41.60; for females, \$36.20. Wages for high school teachers, males, \$88; females, \$54.40. The average length of schools in 1873, 105 days; in 1874, 113 days; an increase of 8 days. The Superintendent recommends that an act be passed compelling trustees to keep schools open at least 6 months, providing it can be done without exceeding the rate of taxation now fixed by law.

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THE STATE UNIVERSITY.—A correspondent of the Indianapolis Journal says: "The new laboratory of the State University is at last completed, and students have begun work therein. The department occupies three floors—the basement, first and second stories. The basement is used for storing dangerous material, such as acids, for glass-ware not in immediate use, and for the heating and distilling apparatus, it being impossible to use a laboratory successfully and beneficially without a large amount of distilled water. Forty-seven students can work here at one time, all doing similar work, or each doing separate and independent work. Each operator has his own table and closet; his own gas jets, one for heating and one for light; his own tubes, filters, funnels, lamps, reagents, crucibles, retorts and all other apparatus necessary for analysis, either quantitative or qualitative."

THE election for rector of Glasgow University took place recently, resulting in the choice of Disraeli for a third term. Mr. Emerson, of this country, received five hundred votes, two hundred less than were cast for his opponent. His being a foreigner was the principal argument against him, and the professors seemed to have worked hard for Disraeli.

WE again ask teachers who get their Journals to explain to those who do not, that we have not yet found our lost subscription book. There must be two hundred names not recovered that should be on our book. We ask this as a special favor.

THE *Galoss*, of St. Petersburg, Russia, says that that government has resolved to introduce a system of compulsory elementary education. A trial is to be made at St. Petersburg of the Berlin system, and it is thought the new schools will be opened soon.

THE TEACHERS' ANNUAL, conducted by the Parke County Teachers' Institute, is a unique pamphlet of some thirty pages. Its motto is "Better to know everything of something, than something of everything."

In addition to concise notes of the institute, it contains a large number of brief essays by different teachers, on many practical topics connected with school work. Some of these are *very* good. It contains the Rules and Regulations of the County Board and a circular to the teachers from the county superintendent. The pamphlet is a valuable one, and we should presume that every teacher in Parke county would prize it highly.

A JOINT INSTITUTE was held at Shoals, for the benefit of the teachers of Martin and Daviess counties, beginning Dec. 28, and continuing four days. As no programme was prepared in advance, we fear that much of the work was not well digested. Not many teachers are able to do themselves and an institute justice without careful preparation and forethought.

THE Blue River Valley Star, edited and published by J. E. Land, at Edinburg, sustains a good educational column. This is what every good county paper should do.

THE Palmyra (Wis.) Enterprise always contains a good educational column, edited by A. H. Porter, principal of the Palmyra schools.

AT a late municipal election in Boston, nine ladies were candidates for members of the School Committee, and five were elected.

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## PERSONAL.

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EZRA CORNELL, the founder of Cornell University, died December 9, 1874, at his residence in Utica, N. Y. He began his career a poor boy, and never acquired a liberal education. In making his munificent gift, Mr. Cornell said: "I would found a University where any person can find instruction in any study." His original gift for the purpose of carrying out this comprehensive scheme was \$500,000 in money, and lands

and appurtenances to the amount of nearly \$100,000 more. Since then the University has been enlarged by the endowment of Henry W. Sage, of Brooklin, and Mr. McGraw, as well as by supplementary gifts from Mr. Cornell, and the experiments of adjusting university education to the wants of the mass of modern society is undergoing its trials in Ithica under circumstances in several respects uncommonly favorable. For the past few years Mr. Cornell's time has been given to the "location" of the public lands granted to the University.

M. M. CAMPBELL, superintendent of Monroe county, lately revoked the license of a teacher because he had written his name in charcoal upon the walls of the school-room—served him right. Mr. Campbell says, in his published report of the case, "We want no man to teach our children and shape their characters who can thus deface public property." The published reports of Mr. Campbell's visits certainly must do good.

E. H. BUTLER, the energetic chairman of the Executive Committee of the State Teachers' Association, up to the 14th of December, had, in behalf of the Association, written 248 letters and 175 postal cards. If the Association is not a grand success, it will not be because Mr. Butler has not worked hard for it.

ROBERT BROWN, the new Professor of Elocution and Music in the State Normal School, will make the address on the last evening of the State Association, on "The Relation of Elocution to Music." His name does not appear on the programme.

THE Hon. E. E. White, of Ohio, is somewhat improved in his health, and yet he is far from well.

F. D. DAVIS leaves the Montezuma schools to take charge of the "Oxford (O.) Citizen."

THE Literary societies of the State University have united in inviting Prof. Hoss to deliver them an address on Orators and Oratory. We understand, from various sources, that Prof. H. is making the elocutionary department of the State University a great success.

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## INSTITUTES.

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SWITZERLAND COUNTY.—The Teachers' Institute met Aug. 17, 1874, and continued in session five days. Number enrolled—gentlemen, 77; ladies, 87; average attendance very large.

Instructors—Profs. Harrison and Brown, of Shelbyville; Prof. Burton, of Indianapolis. Our home teachers rendered much valuable assist-

ance. Instruction was given in all the common branches, and some of the higher ones.

Prof. Harrison delivered three lectures during the week, the first on "Temperance;" the second, "Geology;" the third, "Influence of Knowledge on American Institutions."

Prof. Burton showed us the beauties and uses of Elocution. He and Miss Callie Vineyard, of Hillsdale, Michigan, gave an elocutionary entertainment, with which all were much pleased.

Mr. Black and Mr. Shenck each entertained the teachers with a social during the week, where all enjoyed themselves very much.

Appropriate resolutions were read and passed on the death of Superintendent Hopkins. A resolution was passed strongly indorsing county superintendency.

The Institute was the largest ever held in the county, and all went away feeling that it was good to be there, and we doubt not that much good was accomplished.

JOSIE DETRAZ, Sec'y.

## BOOK-TABLE.

**NATIONAL TEACHERS' MONTHLY** is the name of the new school journal published by A. S. Barnes & Co, New York and Chicago. It is gotten up in excellent style, is filled with good articles, and is a credit to the proprietors and editor. Friends of educational progress will doubtless rejoice to know that a journal has at last been established on a basis so firm that it will be able to "express opinions on educational questions and school text-books freely and fearlessly"—*cheek*.

**BOOK-KEEPING AT ONE VIEW.** C. Bond, author; Ann Arbor, Mich.

The above is prepared for special use of students and book-keepers. It is concise, clear and brief, and yet seems to contain all the essential points.

**THE SCHOOL TRIAD.** A new and thoroughly graded Text-Book for the study of Vocal Music, by W. F. Heath, teacher of music in the Fort Wayne schools. Boston: White, Smith & C.

This little book is very carefully arranged, and the author's plan for teaching the *relative* pitch of tones is very unique. The directions to teachers are simple and explicit. A good variety of songs is given, and teachers wishing a new song-book would do well to examine the Triad.

**BARTHOLOMEW'S NATIONAL SYSTEM OF INDUSTRIAL DRAWING.** Free Hand. New York and Chicago: Woolworth, Ainsworth & Co.

"This series of books contains a systematic course of instruction in drawing in those branches of the art which are of acknowledged value

to all," and yet not unduly extended. Five of the nine books composing the series have already been published. The course is very complete, and is equal to anything of the kind ever placed before the public.

**IN-DOOR AND OUT.** This is the title of a new illustrated paper just started in this city by Geo. E. Blakelee. It is of the size and shape of Harper's Weekly, and in fineness of illustrations and interesting reading matter, compares favorably with that journal. We understand Mr. Blakelee has engaged a corps of the best literary contributors in the land, and promises to make his journal first class in every respect; and he is a man abundantly able to fulfill his promises.

This is an enterprise that every citizen of the State should take pride in, and we earnestly recommend it to the teachers and officers of our public schools, as well as to the citizens at large.

**FRANKLIN SIXTH READER AND SPEAKER**, by G. S. Hillard, with new and original illustrations. Boston: Brewer and Tileston.

The first hundred pages of this book are taken up with rhetorical instructions which are very complete and practical. The body of the book consists of extracts in prose and poetry, with biographical and critical notes of the authors. An excellent variety of choice pieces is given, and the biographical notes are very practical and useful. The publishers have done their work well. The paper, type and illustrations can hardly be improved upon. The book deserves its full share of patronage.

**SWINTON'S LANGUAGE PRIMER**; Beginners' Lessons in Speaking and Writing English. New York: Harper & Brothers. J. M. Olcott, Indianapolis, Western Agent.

This little book completes Swinton's Language Series, viz.: Language Primer, Language Lessons, Composition and English Grammar. This forms a complete series so far as it goes, and as Mr. Swinton has taken a "new departure" in many important regards, his books deserve at the hands of educators, a careful examination. The characteristic feature of these books is, that they endeavor to teach the use of language *inductively* and in an untechnical manner. In the Primer, especially, grammatical usage, and not grammatical science, is the aim. In the simplest way the children are taught to *use* the language correctly. This seems to us common sense, and the *only* efficient way of teaching children to speak and write correctly.

**HARPER'S WEEKLY** is, without question, one of the best illustrated weeklies published—according to our judgment it is the best. Nast's cartoons alone are worth the price of the paper.

**THE INTERNATIONAL REVIEW** (bi-monthly), published by A. S. Barnes & Co., is one of the ablest magazines published. Some of the most learned men in the world write for it. Every article goes to the bottom of the subject under discussion, and is a study. The leading ar-

ticles in the January number are, Guarantee of Order and Republican Government in the State; Ideas in Nature overlooked by Dr. Tyndall, by Dr. McCosh; Vienna and the Centennial; The University System in Italy. No other magazine in the country equals it for profundity.

Price \$5 per annum.

THE January number of the Nursery is already on our table. It is superb. No other paper for the *little* folks, approaches it. John L. Shorey, 36 Bromfield street, Boston, is the publisher.

GAMES AND HOME AMUSEMENTS. A great variety of these are described in a catalogue sent out by Milton Bradley & Co., Springfield, Massachusetts.

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## LOCAL.

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VICK'S FLORAL GUIDE for 1875.—Published Quarterly.—January number just issued, and contains over 100 pages, 500 engravings, descriptions of more than 500 of our best flowers and vegetables, with directions for culture, colored plate, etc. The most useful and elegant book of the world. Only 25 cents for the year. Published in English and German.

Address,

JAMES VICK, Rochester, N. Y.

BOWEN, STEWART & Co., 16½ W. Washington street, keeps the largest stock of books in the State. Teachers visiting the city will always find what books they want at this place, and the proprietors always take special pains to make them welcome. Any book ordered by mail will be sent promptly. Their stock of holiday books is very large and very fine. Teachers attending the State Association are cordially invited to call and examine for themselves.



## TABLE OF CONTENTS.

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	PAGE.
Quintessence of Dust.....	1
Gender.....	4
A Pert School Girl Rebuked.....	5
The Bible in the School.....	6
Requisites in the Public Speaker.....	10
History.....	18
The Philosophy of Punishment.....	15
Letter Writing.....	20
Preparation of Lessons.....	28
On the Death of Superintendent Hopkins, (Poem).....	27
<b>OFFICIAL—</b>	
Can Trustees Employ Teachers in Opposition to the Expressed Wish of the People?.....	28
<b>EDITORIAL—</b>	
Intemperance.....	80
County Superintendency.....	82
Township Libraries.....	82
Transit of Venus.....	88
The Late Decision Concerning Colored Children.....	84
<b>MISCELLANY —</b>	
Questions for the Examination of Teachers.....	85
Clark, Clinton and Johnson counties.....	87
Warren, Clark, Pulaski, Parke, Flkhart and Marion counties..	88
Huntington and Lawrence counties.....	89
Hancock and Miami counties.....	40
A Plan for a Literary Society.....	41
Superintendent's Biennial Report.....	42
The State University.....	42
Personal.....	43
Institutes.....	44
Book Table.....	45
Local.....	47

# INDIANA SCHOOL JOURNAL


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FEBRUARY, 1875.

No. 2.

## "HIGHER EDUCATION."\*

J. B. ROBERTS.

 "HIGHER" is an adjective of the comparative degree, and has no fixed meaning. Its real significance can only be inferred from the word to which it stands related.

As applied to education, it must be technically defined, or it will fail to suggest a theme of sufficiently exact boundaries to admit of discussion. From the moment when a child enters his first school until he graduates, in his own estimation, the finished scholar, from the highest university, each successive grade in advance is, to him, a mountain summit which shuts out from view the still higher peaks beyond. Each one is higher only with reference to what has been passed.

Some scornfully protest that American scholarship is still so far down in the valleys that we have as yet reached nothing worthy the name of "higher education."

The scattering efforts of our schools of all grades, to teach something of everything, to cover the ground of all sciences, languages, theories and beliefs, is held up to derision and stigmatized as utterly disastrous both to true mental development, and even to the acquirement of any valuable information.

A radical difference, no doubt, exists between the theories of education current in this country and those which prevail in the

\* Read before the Indiana State Teachers' Association, Dec. 31, 1874.

old world. No American professor could possibly be imagined to die lamenting that he had not confined himself to the dative case. The most reckless caricaturist would not be betrayed into so extravagant a presumption.

We owe, be it confessed, much to the patient and single-minded plodders of the other continent for the results of their profound investigations into the natural sciences, and especially in the line of philology, history and literature. Whether, however, this difference in the style of scholarship is a reproach to us as well as a credit to them, is a question which may give us pause.

We have something in this country which, at least, we call higher education. Its definite limits, on the one side, are marked by the entrance upon so-called high school studies. On the other side it has no well-defined boundaries, but may, in a general way, be regarded as including the high school or academic course and the college. These institutions correspond in scope with the secondary schools of Germany. Their general purpose is, not to fit a person specifically for any occupation in life, but to develop the manhood there is in him, and to conduct him up to a position from which he can, with wide-reaching vision, look out upon the world.

While a properly arranged course of study is upon an inclined plane mounting upward, and not a series of abrupt steps, there may be a line drawn, I think, at the entrance to the high school which shall mark a new era in methods of mental and moral discipline. It is an event something analogous to the old Roman custom of investing a lad of a certain age with the *toga virilis*. The youth who passes this line, thenceforth assumes new relations to those about him. He steps into a new and well recognized position entitling him to a new sort of consideration from his associates and the world at large; and the consciousness of this, by reaction, inspires in him new impulses, and brings into play new, or hitherto latent, powers.

It is the passage from childhood into youth, into an incipient manhood and womanhood.

This period of life is marked, usually, by some striking physical changes which are coördinate with important mental and moral crises. The character, in a normal condition, enters upon a period of more rapid growth. Self control, or rather self assertion, begins to manifest itself as a direct outgrowth of a new

condition of mental development. The judgment begins to lead the sensibilities.

The soul, with all its various manifestations, is but an integer. From its inception through all its phases of growth it can acquire no new faculty.

Any just system of education will recognize this fundamental truth, and will, from the outset, supply proper culture for every power. From the first, there needs must be discipline for the perceptive faculties, for the memory and reflective powers, for the judgment and for the will. And yet, while all these faculties are developed and grow together, a great relative change will be realized. The leadership will be transferred. Faculties which at first are primary, become secondary, and *vice versa*.

The most apparent and rapid phase of this change is during those years when childhood and youth is growing into manhood, as the sun seems to move with accelerated speed along the horizon at the vernal and autumnal equinox, and as the ripening grain turns to golden yellow almost while you are gazing upon it. It is at this ripening time, if ever, that pupils are ready to enter upon the higher education.

The whole theory and practice of high school teaching and discipline must be based upon the presumption that we are no longer dealing with mere children. The devices which have hitherto been resorted to for the securing of good order and attention to study, lose their propriety if not their virtue.

Compulsion must, in a great measure, cease. Not that there is to be abrogation of law. Law and system must be of the strictest quality, but at the same time approximately, at least, self-enforcing and self-regulating. The purpose of the higher education is to fit men and women, who possess natural gifts, for the so-called higher (i. e. the more intellectual) walks of life. These must ever be a small minority of mankind, and the world will be the gainer rather than loser if the opportunities are limited to those who possess worthy qualities of intellect and character, and qualities which promise to develop into fitness for leadership of opinion, whether upon a large or a small scale. In all such characters, the better motives are predominant. The higher education of no person in whom these better principles do not so prevail as, under proper influence, to restrain and control, will be a paying investment either to himself or to the world at

large. Neither incurable worthlessness nor hopeless stupidity have any proper place in a higher institution of learning. No man or institution is under any obligation, either of duty or interest, to put the weapons of knowledge into the hands of the vicious, nor to waste energy in trying to give the polish of mahogany to a bass-wood stick.

If our high schools and colleges are to become still higher, to strengthen themselves and their work, to return better dividends upon their endowments, I verily believe that it will result from a process of elimination.

The elements of knowledge, the keys by which doors to wider information are to be opened, must indeed be offered freely, and even urgently, to all. Somebody is greatly to be blamed unless every child of the commonwealth is taught how to read and write, and how to use his senses to some purpose.

But there is little satisfaction or profit in leading unwilling or blind followers through galleries of art or among choice treasures of knowledge. To all true success in learning, the motive for effort must be in the heart of the scholar. Over the portals of the temple of science is inscribed the legend "*Fit via vi.*" It is like the Kingdom of Heaven, which suffereth violence and which the violent take by force.

A crying evil in our American system of higher education is, that owing to the numerous institutions professing to teach advanced science, their poverty and dependence upon a large patronage for the very liberty to exist, a rivalry for numbers has opened the doors until they spread out like horizon, or like the Mediterranean sea, in which a few true scholars are seen struggling. "*rari nantes in gurgite vasto.*" What wonder if some of these go down in the flood! Until there is that independence which shall enable all higher schools to say to the feeble-minded aspirant after diplomatic honors: "Go thy way. What is there to us and to thee?" higher education in this country will surely never get much beyond the comparative degree.

Some schools have, perhaps, already reached this condition, and are disposed to assert themselves. It is to such that we are to look for worthy results.

There are, indeed, practical difficulties besides the one of diminished tuition fees. There is possible danger of injustice to individuals, arising from human fallibility in regard to intellec-

tual and moral possibilities in specific cases. And yet clearly recognized mental or moral unfitness should find no abiding place in the halls consecrated to higher education. Higher education belongs of right only to such as have intellectual ability to acquire it, ambition to strive for it, and nobility to use the power it confers for the good of the race.

Let us inquire a little more in detail, What is the *higher education*?

It does not consist primarily nor largely in the acquisition of many facts. The process of fact accumulation begins with the first unfolding of the senses, and continues through life. Every day, every waking hour brings its stores, and they fall like rain upon the just and the unjust. There is no possibility of shutting them out except by stopping the ears and shutting the eyes, and even then they will pour in a ceaseless flood through the remaining portals of the brain.

Nor does it consist merely in the acquisition of a choice collection of facts, though such acquisition is incident to it; and, to the superficial observer, this may offer the appearance of being the substance of the thing hoped for. It is indeed a peculiarly important feature of primary education, while the senses are keen, the curiosity eager and memory plastic.

The history of the rise, progress and maturing of any science will illustrate the successive phases of intellectual development in the individual. The inductive philosophy is the soil out of which all modern science has grown. Now-a-days, no discreet scholar will dare propound any theory in regard to anything unless he is able to base it upon a goodly number of incontrovertible facts. These facts may be of his own observation, or they may be the accumulated material of other observers and other times. Men have always had, upon an average, about two eyes apiece; but it was not until after some thousands of years that they began rightly to interpret, in their relations to each other, the every day phenomena of nature.

Although the results of these observations have been wrought into systems by great thinkers, still such individual, before he can truly appreciate these systems, must go through an experience involving the same steps by which mankind, as a whole, has reached its present state of advanced knowledge.

First come the years of observation, the gathering in, by means of the senses, of material for future inductions.

The vantage ground of the modern scholar consists in the fact that the road up the hill of science has been smoothed and graded, and that guides stand ready to conduct him on his way. He may climb more rapidly and reach a higher point of observation from which to look out upon the world; but climb he must, and that from the very foot of the hill. It is an ascent up which no one can be carried or wheeled. Every successful student is an epitome of the world's growth in knowledge.

The specific difference between primary and higher education is this: The primary pupil cognizes, remembers, compares, forms judgments, and, to a limited extent, classifies. The advanced student continues to do all this with undiminished earnestness and success: but above and beyond it all, he begins to arrange his thought products into systems. He begins to recognize truths in their grander relations; to borrow the language of another, to see "where the sciences lie, how they are put together, how they bear upon one another, what is the vice of spurious forms of science, from what errors mankind has been freed and how much remains under the seal."

I have already used the old and familiar allusion to the hill of science. Perhaps no other figure will more clearly illustrate this thought.

The child goes about at the foot of this hill. He learns to distinguish valley and elevation, brooklet and stream and river. He learns crudely to classify the products of the earth into herbs and shrubs and trees; to distinguish the oak from the pine and the elm from the maple; to know what fruits are wholesome and what poisonous. Still further, he may penetrate into the out-cropping rocks and dig out some of their hidden treasures. He may do all this and even more, and still have but disconnected and fragmentary knowledge of the country.

As his mind gathers strength and maturity, there are two ways by which he may rise to new and far more comprehensive views of the whole:

1. With compass and chain and level, he may trace out in detail the direction and length of every valley and stream; the distance, bearing and slope of every hill-side and peak; the trend of the rocky strata, the distribution of the plants and trees,

the exposures of the landscape to sun and shade. Having done all this by patient industry, carefully noting and recording every fact, he may combine all in a topographical map upon which the eye may take in at a glance all the relations of the several parts to each other. He has thus evolved from a chaotic mass of minute and disjointed observations a symmetrical plan, which not only helps his own mind in the comprehension of relations, but which may be of inestimable service, in coming time, to all others who have occasion to traverse this region.

On the other hand, he may ascend at once to some lofty hill-top from which the eye, at a glance, is able to gather in a picture of the whole broad landscape, as a bird sees it in his airy flight. Each method has its peculiar advantages. He is fortunate who can avail himself of both. The first alone is possible to most. It is the practical, although the plodding plan, and even the birds-eye view is of little value unless preceded or followed by the practical study of details. He who does the first is the successful scholar. Who does the latter is a genius. He who does both is the great statesman, philosopher or scientist.

The entrance to the higher education, no matter when or in what circumstances it occurs, is characterized by the commencement of this mapping process, the beginning of the combinations which are to unite all one's knowings into a grand and mutually illustrative whole.

Here the question may be suggested, "are there not two varieties of the higher education, i. e., the general and the special?" In this view, certainly, no special education can be called higher unless preceded by and based upon the general. No man is worthy to be called highly educated unless he knows at least something in every department which enters largely into civilized life and thought.

This theory has received not a little contemptuous criticism from those who fail to discriminate justly between sharpness and breadth of culture. Such persons would have the infant in its cradle inspected by the state phrenologist and labeled, farmer, doctor, preacher, poet, blacksmith, statesman, or what not, and then direct his whole culture, both physical and mental, with the sole view of making of him as perfect a machine as possible.

There is something more than a mere text in the reply of the



lad to one who asked him what he meant to be when he should grow up: "I mean to be a Man, Sir."

Our world needs specialists, and skillful and devoted ones; but, first of all and underlying all, it needs manhood.

The genius of American society, to say nothing of the needs of individuals, requires a broad field of common thought and common knowledge in every one of its members. Every thoughtful man, and especially every one who has anything to do in shaping the thoughts of others, should know somewhat the bearing of his special knowledge or work upon that of every other man in whatever sphere.

"No man liveth unto himself." Our lines go out into all the world like the wires from the heart of the telegraphic system. Every thinker and every intelligent worker in the center of such a system, which is all the more complex because it interlaces with so many other systems.

So then, how diverse soever may be the special walks and special lines of thought in which each individual is concerned, there is much in common for all. So a liberal education must lead out into all the facts and theories of nature, life and thought, with which as dwellers upon earth, and as immortal beings, we have to do. It matters little how skilled a man may become in some art, or how apt and ready in facts and theories of some science, if, when sounded upon any of the great questions of the day, he gives no response, he is to that extent a narrow man. He is unable to form just judgments in regard to those things which he knows best, because ignorant of their true relations in the great outlines of universal knowledge.

Suppose you attempt the analysis of any subject with a view to scientific investigation. Can you study exhaustively or even know comprehensively any detail of your analysis before the entire outline is presented to view? Can one arrive at a true theory of ocean currents without first studying the contour of continents, or of winds with no reference to the motions of the earth? Can one comprehend the philosophy of modern history without reading that of Mediæval and Ancient times?

Perhaps no more perfect compend of universal knowledge can anywhere be found than is contained in a single number of a great newspaper. No man is thoroughly well educated who can-

not read with a good degree of intelligent comprehension every article in such a paper, from the heavy leader, through the science column, the telegraph brevities from all lands, the political speculations, the weather probabilities, the market reports, down to the most insignificant legitimate advertisement.

So wide is the range which must needs be covered by all thorough higher education.

A higher school need not give profound and minute knowledge in any single department of science, nor in any number of sciences. Such work is the peculiar province of special schools. The work of the high school and college is, primarily, to put the individual in possession of himself, to point out to him the paths of knowledge, to teach him how and what to see and feel and hear, how to interpret and judge, so that henceforth all nature and literature shall be to him an open book—to so map out before his mind the circle of the sciences that when he comes upon a new fact, he shall know where to place it and what significant relation it may have to other facts previously acquired.

In such a system, science is the primary idea, *art* subordinate and auxiliary. Science, not in its special and popular sense, but in the widest application of its generic meaning.

This view of the *higher education* is not in apparent accord with the popular notion that *practical education* which looks to the most direct and immediate method for arriving at a technical knowledge of some special and remunerative art; using the word art also in the wide sense of the ability to do something well, whether it be to fashion a statue or to turn a grindstone.

Nor yet does this view ignore or disparage the great value and necessity of schools of technology, of business and of practical affairs. Such schools may do minute, thorough and most important work in their several directions, but they need not, in fact, cannot at the same time be broad and comprehensive. They are not calculated to produce thinkers. Their best though not their only good results will be reached, usually, when they are permitted to build upon foundations laid by schools for broader culture. There is no necessary antagonism here.

In a well organized and prosperous community, those who are best fitted to profit by the distinctive work of each, will, by the law of natural selection, gravitate that way. Man has been made with diverse capacities and abilities, and the beneficent Creator

has somehow planted an instinct in us which leads us, when uncontrolled by the tyranny of circumstances, to choose that culture and occupation to which we are best adapted. Under a perfect administration, both classes of schools will be likely to attract and to hold those to whom each is calculated to do most good.

Let us now consider, briefly, the question, "By whom should schools for higher education be established and maintained?"

That the State is bound, by every consideration of good policy, to support elementary schools, few are now found bold enough to deny.

Government is instituted for the benefit of the governed. Its legitimate functions comprehend something more than the exercise of a restraining power over the evil passions of man, the repression of crime and punishment of offenders. Government is society organized and working out those problems which concern the highest temporal good of all.

It is no easy matter, in every case, to determine what properly belongs to the State to do, and what should be left to the individual. It is in drawing this boundary line that the highest quality of statesmanship may find ample scope for the display of consummate ability. It is often far easier to devise ways and means for performing a plain duty than it is to determine just what that duty is. If it is right for the State to educate at all, which seems to be admitted, the fixing of the point at which it should be left to each individual, must rest upon the exact determination of that boundary line beyond which further intellectual culture brings less advantage to the State than it does to the individual.

If the State, standing for organized society, has no use for thinkers, scholars, philosophers and statesmen, such as ought to be trained in the higher schools, then the State has no need and no right to expend the people's money for the maintenance of such institutions.

If, when the children of a community have acquired the arts of reading, writing and ciphering, the wants of the people at large are fully met, so that all which is beyond becomes a matter of individual and not of common interest, then let us support no more public high schools or State universities.

Statistics show that only a small ratio, certainly less than 5 per

cent. of all who enter our public schools, even under the most favorable circumstances, ever reach the lowest class of the high school, and of this favored few, less than one-third ever graduates. This fact, though often used by enemies of the high school, has really no bearing upon the question at issue, if the principle which I have laid down is a just one. It is to be expected that an army will contain more privates than captains and generals; that always and everywhere, there will be more followers than leaders, more who toil with the hand than with the head.

And yet, are campaigns and battles gained more by the stalwart bravery and physical endurance of the soldier, than by the strategy of great captains? If so, history has transmitted most unjust records. How many instances can you recall wherein imminent defeat has been turned to glorious victory by the arrival upon the field of a single master mind?

Always and everywhere the intelligent, upright and self-reliant leader not only helps himself in great emergencies, but his leadership is the greatest of benefits to those who are called to follow, for it brings them to safety and success.

So, the higher education, when it proves to be like good seed sown in good ground, will surely bring forth a manifold return, the abundance of which shall not only surely bless the sower and the reaper, but may cheapen the price of a loaf in every market of the world.

It is said that Paris is France; which means that all France borrows from its capital its fashions and manners, and, to a great extent, its beliefs and theories. The same thing is true everywhere. Every great city is a controlling center of intellectual and moral influences.

So in every intelligent and cultivated man and woman. Such a person, whether industriously or unconsciously, is a central sun around which the lesser lights revolve, and by which they are warmed and held in their orbits. This may be humiliating to these lesser lights, but it is certainly better even for them than the chaos and darkness into which they would surely plunge if once cut loose from their dependent relation.

Successful commanders are said to owe much of their success to a wise choice of judicious advisers and devoted adherents, and to that good sense which prompts them to recognize and follow good advice. Such men combine in themselves two grand quali-

ties, which, if properly distributed among the human race, would produce almost an ideal state of society.

What we need is, first, a class of keen, discriminating, systematic thinkers, who, with eagle vision, shall pierce the cloud which shuts out from common men the sun of absolute truth, men who shall evolve systems explaining the true relations of all things which concern the duty and well-being of men. We need, in the second place, such a training for the great mass that they will be able to recognize the true when presented to them, and such a culture of the moral sense that they will choose to be governed in their lives by the true and not by the false. This is our ideal, an ideal still so far from realization that if we could only see upon the most distant horizon the glimmering of the dawn which is to usher in such a day, we might well exclaim with the prophet of old, "Mine eyes have seen thy salvation, O Lord."

But this is the two-fold end towards which we are to push on. Let us educate the few, and the more the better, to be discoverers of the truth, and the many to recognize it when discovered.

Will you please observe, we are not to work for two distinct ends in two opposite directions, but for one end—a two-fold one—and it all lies in one direction. And here I repeat with renewed emphasis, admitting the duty of the State to provide for any education, we can neither logically nor safely, stop short of the farthest possible reach: I know of no argument for universal education of the masses in the rudiments of knowledge which is not equally cogent for the highest possible education of all who have the ability and desire for it, though they should constitute even but a fraction of one per cent. in the community.

It would give rise to grave reflection, could we have spread before us a catalogue of the still unsolved problems of human life.

With all the wonderful achievements of the past seventy-five years in the realms of science and philosophy, it would seem that where one question has been disposed of, three fresh ones have sprung up in its place, so that with all our progress we scarcely appear to be gaining ground.

How shall man, as a tiller of the soil, contend successfully against the myriads of flying and crawling creatures which so often, in a single day, blight his fairest hopes? How shall we continue to use fire and steam without the constant peril of being rent in pieces or consumed by the very servants that we think

we have taught to do our bidding? How shall trade and commerce, how shall supply and demand be so adjusted as to escape those terrible and sudden fluctuations which so often, without warning, swallow up colossal fortunes and upturn the very foundations of society?

What are the best means for the prevention of crimes, and how are criminals, great and small, to be treated, are questions which press urgently for an answer.

How shall our charities, both public and private, be so administered as not to create the very evils they are kindly intended to alleviate? How shall justice and fair dealing be obtained between man and man, between nation and nation, without resort to tedious litigation, or the costly and dreadful arbitrament of war?

Is there no solution to these questions? I do not so read the Providence of God in the signs of the times. The very urgency with which these and kindred problems are forcing themselves upon our attention, together with the intense and anxious thought which is being given to them, is a hopeful indication that the solution of some, at least, is near at hand,

And yet, they will not be wrought out by chance, nor stumbled upon by some felicitous blunderer.

They are vast and intricate intellectual problems, fit not only to tax the keenest powers of analysis, but to employ the resources of an intelligence, a knowledge of the forces and phenomena of nature and an acquaintance with man and with spiritual powers, such as nothing but the widest and most accurate scholarship can grasp and arrange in an orderly system.

Could state or nation, by the most princely outlay for the endowment of a single institution, be sure of setting in motion influences effective to develop the intellect, otherwise to remain mute and inglorious, which should work out the true solution of one of these problems and place the results before the world in a clear and convincing light, the price would be insignificant for so magnificent a return.

But such results cannot with certainty be foreseen. As we are taught, the sower who expects to reap must scatter much of his seed to the winds. Some of it will be choked by thorns, some will be picked up by the birds of the air, (though even that is something) while some will doubtless fall on good ground. Social

problems will be solved by the combined labor of many thinkers. The practical conclusion is, let opportunities for education of all grades be offered so freely to all that none shall be prevented by poverty or other extraneous hindrances from the full culture of all their natural powers, and that, not in the interest of individuals, but of society at large.

I have attempted to direct your attention to three points connected with this subject of "Higher Education." The logical order should have been :

1. What is Higher Education ?
2. To whom should it be given ?
3. By whom ?

I have found it more convenient to change the order by speaking upon the second topic first. There is another very practical question remaining which can only be stated, not discussed in this paper. Are high schools and colleges using the methods best calculated to reach the results proposed in higher education, and are they really worthy of the kind of public support so earnestly claimed for them ?

Without attempting to answer the question, I can only say, that if the best methods of mental discipline are not practiced in our schools, this fact but adds another to the great unsolved social problems of the day, and with the best light that we have, it becomes every lover of humanity, every scholar and statesman, to seek for this best discipline as for hid treasures, and when he has found it, to offer it freely and urgently to mankind. Then shall his name be handed down to future generations written far above that of all other heroes.

The world needs and, at any price, must have scholars—such men as one of America's great thinkers has thus characterized :

"The scholar is man thinking. Him nature solicits with all her monitory pictures ; him the past instructs ; him the future invites. It is his to cheer, to raise and to guide men by showing them facts amid appearances."

Such is the style of scholarship—such the fruit of the "*higher*" education" which the world demands.

So long as there are schools which work intelligently, earnestly and, as a necessary consequence, successfully to this end, public sentiment will recognize and sustain them. If they fail or cease to do this, they must and should go down.

## MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

THE twenty-first annual meeting of the Indiana State Teachers' Association convened at Y. M. C. A. Hall, Indianapolis, Dec. 29, 1874, at 7:30 o'clock, P. M., President Smart in the chair.

Prayer was offered by Dr. DeLaMatyr, of Indianapolis,

The Hon. Thomas A. Hendricks, Governor of State, was introduced and, in an eloquent address, welcomed the members of the Association to the City of Indianapolis and to the people of the State.

Referring to the work of the teachers of Indiana, he commended the county and township institutes as important and strong supports of the common school system. They develop fraternity and promote professional pride and excellence. Their influence reaches beyond the teachers to the patrons of the schools. Their tendency is to establish, make more distinct and positive the duty of the teacher to carry the mind of the student back of rules and results to reasons, causes and principle. Being thoroughly taught, far back in the elements of a science, the pupil holds the tests of science in his own hands.

The teacher's work is well done when he leads the scholar forth to enter the contest of life with habits of diligent and profound investigation and observation. In this respect the State Normal School is a model as well as an authority. I am confident that it will prove a great help to our school system and worthy of the favor of the people. The speaker made a fitting tribute to the lamented Superintendent of Public Instruction, the Hon. Milton B. Hopkins. Standing at the head of the cause of education in the State, he was the earnest and true friend of the teacher, capable and efficient.

Hon. J. H. Smart, the retiring president, responded in a brief address, in which he said that it was our boast that our State is dotted all over with school houses. No class of citizens should be more loyal to the State than her teachers. We pledge that our schools shall be in the future, no less than they have been in the past, an honor to the State.

He then introduced the president elect, W. A. Jones, President of the State Normal School.



In his inaugural address, the president first spoke of the State of Indiana, giving its extent and boundaries, and setting forth its many natural advantages. He said:

The producers of Indiana need to make a careful estimate of the conditions of climate, of soil, of mineral and other resources; of facilities for the transportation and sale of products, and then (I need not argue before this audience) they need to carry that degree of intelligence into all forms of productive industry which will enable them to furnish products which, in quality, quantity and cheapness, will enable them to compete honorably and successfully with the people of other States in supplying their own markets and those beyond the limits of the State. Superior intelligence and moral character carried into the mine and manufactory, carried on to the farm, carried into all forms of industrial pursuits; these, and these only, will enable all classes of our people to attain that material prosperity, that freedom from servitude which is the basis of a higher spiritual culture.

The speaker then spoke of Indiana as "an organic spiritual unity." While each inhabitant of the State has an individual life, yet each is seen to be a part of a greater self—a part of an organic whole, and it is only in and through this organism, which for convenience we call society, that the individual can realize his hopes or allay his fears; that he can share with others his joys and his sorrows; that his aims and aspirations become to him possibilities.

The purpose of this organic unity was next dwelt upon by the speaker as being to make possible to every individual member of it the attainment of his own true end or purpose. On the origin of schools the speaker said:—

The State is created by the people as a special institution whose end is to make possible the realization of freedom by all. The State, in the exercise of its function, creates the school as a necessary institution for the special education of all; for giving that education, moral and practical, which will enable the individual to join himself to the various parts of the social organization and participate in the substantial enjoyment of the freedom which they afford. The ground of the school is the necessities of the people for instruction in the elements of learning. The State creates the school as a means to meet their needs. The form of the school is delineated in the whole body of the school law of the State. The reality of the school is in the institutions existing according to law. The school is a general conception. It is not this particular district school. Each district school is but a part of the whole.

The school embraces every particular form created by law, from the common district school to the Normal school and the State University.

For convenience we may view the school as composed of related parts, each having a specific function to perform, or act co-operating with the

others to produce a final result, thus constituting an organism. The parts are the common school, the high school, the Normal school, the State University, the school of industrial science, the school for the education of the blind, the school for the education of the deaf and dumb, the reform school.

He spoke strongly in favor of the office of County Superintendent, answering many of the objections urged against it in a logical and common sense way. In conclusion he said :

What we now most need to give the school the greatest practical utility—to give to all classes of the people equal intellectual culture—is to make more efficient the office of County Superintendent. We need to devise means by which the organization, inspection and supervision of the country schools shall be more complete; measures by which the masses of the people shall be aroused to a consciousness of the power which they are losing, of the intellectual capital—and this is the most certain capital—which they are losing, of the wealth and enterprise which the country is losing through neglect of thorough and systematic elementary and industrial education.

Further, we need, and we shall have, as soon as the people become conscious that the true end of the school, as an institution created by the State, is to lead the present generation and the coming generations of children—of the partially conscious human—into a consciousness that the practical realization of freedom through social organization is the destiny of all—so soon, I say, as the people shall become conscious of this fact, so soon shall we have legislative enactment for the protection of the educational rights of those children of the commonwealth whose rights are now unprotected both as against themselves and as against ignorant and vicious parents.

So soon as this need shall become a conscious one, so soon will come the legal remedy.

These things we want, together with thorough, competent, honest supervision of every part of the system—country schools, city schools, normal schools, industrial school, State university. Let no part be exempt from responsibility to proper authority for the end which it seeks, for the quantity and quality of the culture that it gives, and all to that end—that freedom may be realized in the State.

The chair then appointed the following committees :

*Enrollment*—Messrs. E. T. Brown, J. R. Drissler and D. E. Hunter.  
chairman.

*Resolutions*—All book agents present, with J. M. Olcott,

*Ways and Means*—Messrs. G. P. Brown, E. H. Butler, W. H. Wiley.

Mrs. Emma McRae and Mr. E. W. Thomson were appointed Assistant Secretaries, and Mr. G. F. Bass, R. R. Secretary.

### WEDNESDAY MORNING.

The Association was opened promptly at 9 o'clock, with prayer by Rev. T. C. Smith, of Hagerstown.

On motion of Wm. A. Bell, the reading of the minutes was omitted, and the record of the proceedings of the entire session of the Association was referred to a committee for approval.

The chair appointed Messrs. G. P. Brown, J. M. Olcott and W. A. Bell such committee.

Prof. George W. Hoss, of the State University, then read a paper on "The Educating Power of the Teacher's Character."

~~[As this paper will be published in full, the synopsis is omitted.]~~

At the close of the reading, Prof. Hoss's paper was discussed by Messrs. Bell, G. P. Brown, McRae and Rev. O. H. Smith, all heartily indorsing the paper except Mr. Brown.

The latter gentleman argued that the character of the child is not something to be superindued or conferred upon him. The teacher is not to say, "I am the model man, or woman, like whom you are to become." On the contrary, it is the duty of the teacher to develop the individual character of the children themselves. It is a great fault in any school when pupils become second and third editions of the teacher. Hence, he objects to the thought that the teacher must be a model, only so far as that the teacher is to be upright.

Mr. H. S. McRae was appointed a committee to secure communication between teachers desiring employment and parties wishing to employ teachers.

A lengthy and carefully prepared paper on "Public Libraries" was presented by Mr. Charles Evans, of the Indianapolis Public Library. He first sketched the history of the public library system in America, from its origin to the present time. He then glanced at the history of a number of the largest society, college and State libraries in the country, giving interesting information concerning each.

He regarded the public libraries, or those supported by a direct

tax upon the people, as an outgrowth of the college and State libraries. He alluded to the township and district library system of the State, but before he had completed the reading of the paper, the hour set apart by the Executive Committee for the Memorial Ceremonies in honor of the memory of the late Superintendent of Public Instruction arrived, and further reading was necessarily postponed.

*The Memorial Services* were opened with prayer by Rev. Cyrus Nutt, President of the State University.

A beautiful anthem was then sung by a quartette from the Choral Union.

This was followed by a formal announcement on behalf of the State Board of Education, by the Hon. J. H. Smart. He paid an eloquent and fitting tribute of respect and honor to the memory of the dead. He spoke in terms of warmest praise of the private life and public services of the lamented Superintendent, and closed with an earnest exhortation to the teachers of the State to emulate the purity of life, fidelity to principle, and untiring zeal in the performance of duty of their fallen leader.

This was followed by a biographical sketch by the Rev. O. A. Burgess, President of the N. W. C. University, in which the early life of the deceased was vividly portrayed, and the public services of his maturer years minutely and ably reviewed.

Prof. G. P. Brown, on behalf of a committee appointed by the State Board of Education to consider the propriety of raising a monument fund, presented the following resolutions:

On behalf of the State Board of Education, I beg leave to offer this Association the following suggestions:

We have thought it would conserve the interests of popular education, as well as give some expression of our feelings of respect and reverence for our departed friend and co-laborer, the State Superintendent of Public Instruction, if we, the teachers of the State, should contribute to the erection of some tribute to his memory.

While the love and reverence of those who knew him well will constitute the noblest monument, and the one that would be the most acceptable to him, it is also true that a memorial that shall be a fitting expression of that regard will afford not only pleasure to his friends, but will preserve more effectually the history of his achievements among those who are to succeed us, and may, in some degree, inspire all to emulate his virtues. It is in this way that we think such a memorial would become a public benefaction, as well as a personal gratification to ourselves. It is therefore proposed,

1. That this Association take such action as will result in the collection of such a sum of money as will enable the proper authority to erect some fitting monument to our lamented brother.

2. That in the execution of this design, every teacher in the State be afforded an opportunity to contribute.

3. That each teacher be allowed to contribute one dollar to this cause, but no more.

4. That each County Superintendent be appointed by this Association a committee to present the subject to the teachers in his county, and to collect and forward to the proper committee such sums as may be subscribed by them.

5. That this Association appoint a committee who shall be authorized to take charge of the details of the work, and to receive all moneys that may be contributed for the purpose herein described, and report the same to the next Teachers' Association, or to the Board of Education.

6. That the State Board of Education be authorized to expend all money thus collected in such manner as will, in their judgment, best promote the object in view.

GEO. P. BROWN.

The resolutions were adopted, and George P. Brown and Wm. A. Bell, of Indianapolis, and J. H. Binford, of Greenfield, were appointed a committee to take charge of the matter as provided in the fifth resolution.

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### AFTERNOON SESSION.

The Association reassembled at 1:30 o'clock.

L. H. Jones, of the Indianapolis High School, read a paper on *Phonics*.

He said "Phonics is the science of sounds." In the restricted sense here intended, it includes the sounds used in English speech. A science of sounds implies a classification of sounds based on their resemblances and differences. This organic relation of sounds gives three classes:

1. Those which are only vocalized.

2. Those which are vocalized and articulated.

3. Those which are only articulated.

Each class of sounds is adapted to cultivate special organs of speech.

In teaching phonics, the work should be so arranged as to lead pupils to infer the great laws of pronunciation.

The paper was discussed by Miss D. A. Lathrop, of Cincinnati, and Mr. Lee, of Brookfield.

The subject of "Illustrative Teaching" was then presented in

a well prepared paper, by Miss Mattie Curl, of Bloomingdale Academy.

[This paper will appear in a future No. of the Journal.]

The discussion of Mr. Evans's paper on Public Libraries was then made the order of business.

Mr. McRae, of Muncie,\*gave the history of the establishment of a public library in his own town, and made some suggestions as to the best methods of creating in the minds of children a desire for reading. He believed that every library and reading room should contain books and papers devoted to the advocacy of both sides of every question of public interest, thus affording means of impartial investigation and unbiased judgment to the reading public.

Pres. Jones believed the public libraries should be made a valuable auxiliary to the education of the people. He insisted that a taste for solid literature should be cultivated in the common schools.

After further discussion of the question by Messrs. Hodgin, Vater and Noble, the Association adjourned.

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### EVENING SESSION.

Association met at 7½ o'clock.

A committee was appointed to make nominations of members to be elected officers of the Association for the ensuing year.

~~The remainder of the session~~ The remainder of the session was occupied by the Hon. J. B. Angell, President of Michigan University, in a most entertaining and instructive lecture on the subject of "The Philosophical Study of Literature."

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### THURSDAY MORNING.

Prayer by Prof. Martin, of Edinburg.

Prof. J. B. Roberts, Principal of the Indianapolis High School, read a paper entitled "Higher Education."

[This paper is published in full elsewhere in this Journal.]

In the discussion of Prof. Roberts's paper, Prof. Martin said:

The greatest obstacle in the way of securing higher education is the devotion of the American mind to money making. The dollar is becoming the standard by which we measure everybody and everything. So great is the demand for the practical, that very few of our young

men will take the time for securing a higher education. Our government ought to give us a university that will rank with the best institutions of Europe. It will not do to take the position that higher education adds nothing to the safety of society, nor to say that the many are taxed for the benefit of the few. It is the duty of teachers to cultivate a higher appreciation of a liberal education among pupils and patrons.

Dr. Angell being called for, responded briefly, asserting that the common schools are the substructure upon which the higher institutions of learning are founded, and advocating a unity of purpose and action on the part of the teachers in the two classes of schools.

Miss Delia A. Lathrop, of Cincinnati, then read an able paper on the "Necessity of Skilled Labor in the School Room," which will appear hereafter in the Journal.

Prof. Hoss, on behalf of the College and High School Section, reported that that body was unable to sustain itself, and asked permission to disband and meet with the general session.

On motion, the request was granted and the College and High School Section of the Association was declared adjourned *sine die*.

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### AFTERNOON SESSION.

Association assembled at 1:30 o'clock.

"Illiteracy and Crime" was ably discussed by J. K. Waltz, of Elkhart, in a paper which will appear hereafter in the pages of the Journal.

He was followed by Mr. H. A. Ford, editor of the Northern Indiana Teacher, who read a paper on "Compulsory Education."

He opposed the measure, stating that it was better named "Compulsory school attendance," than "Compulsory education," inasmuch as an enforced attendance upon school does not at all imply enforced study on the part of the pupils. He quoted from eminent authorities, both ancient and modern, to show that the education of the masses by constraint was impracticable, and pointed out the ineffectual attempts to enforce compulsory education in the United States and foreign countries.

His view, as expressed in the paper, was the cause of a spirited discussion, which was participated in by Messrs. Brown, Bell, Owen, Jones and Hoss, and ended in a resolution offered by Prof. A. M. Gow, of Evansville, which was referred to the Committee on Resolutions.

## CLOSING SESSION.

Met at 7:30, P. M.

Committee on nominations for officers reported the following:

*For President*—G. P. Brown, of Indianapolis.

*Vice Presidents*—E. H. Butler, Lawrenceburg; John Cooper, Richmond; Jas. R. Hall, Cambridge; S. D. Crane, Lagrange; J. H. Madden, Bedford; Miss Frank Kendall, Madison; Miss Jennie Neeley, Franklin.

*Secretary*—James A. Young, Hillsboro.

*Treasurer*—Mrs. Lizzie S. Byers, Terre Haute.

*Executive Committee*—H. S. McRae, Muncie, chairman; J. M. P. Bachelder, Kendallville; G. F. Bass, Indianapolis; R. A. Townsend, Vincennes; A. C. Goodwin, Charlestown; W. B. Morgan, Lafayette; Miss Sarah P. Morrison, Bloomington.

On motion, the report of the committee was received, and the candidates therein named declared elected.

J. M. Olcott, on behalf of the Committee on Resolutions, reported the following:

*Resolved*, 1. The year just now closing upon us has been attended with more than ordinary success in all departments and branches of our educational system. The district schools have increased in number of days, and have been better attended. The town and city schools are better organized, the number of high schools has greatly increased, the colleges have been full of students, teachers' institutes have been better attended than ever before, and the State, as a whole, is believed to have made rapid progress in her educational affairs.

2. County Superintendency, as a system of school management, and township institutes as a means of improving and stimulating the district school teachers, have proved to be instrumentalities of great value in elevating the standard of our schools.

3. The State Normal School of Terre Haute, has made substantial progress. As teachers of the State we have cause to be proud of a professional school second to none on the continent. We congratulate the State upon the auspicious opening of Purdue University as an important branch of our public school system. In the special work of this school, viz: the teaching of applied science, we recognize a wise provision, in that it gives due prominence to a knowledge of industrial pursuits.

4. It is the policy as well as the duty of the State to provide for every citizen, without regard to race, the opportunity of any degree of culture which his inclination and capacity may make possible. Every law or interpretation of law that tends to obstruct the execution of this policy makes us false to the obligations by which we have bound ourselves.



5. That it is the inalienable right of every child to have provided for him an opportunity to acquire an education, and that we are in favor of such legislation as will secure to him this right; therefore we are in favor of a law which will secure to the child this right as soon as the State is able to enforce it.

6. That it is the judgment of this Association that a General Board of Regents should be provided for by law, which should have the supervision and general management of the State University, the Normal School and Purdue University, and such departments of professional and technical education as may hereafter be established and placed under their control; and that such Board of Regents should be made up in part of representatives chosen by the Boards of Trustees having immediate charge of said institutions.

7. That general culture, which alone can free us from the bigotries and humiliations of professional routine, most of it (if it come at all) comes through the study of literature. We recognize that a more general and more earnest attention to this study is eminently desirable; hence we gratefully commend that philosophical study of literature so clearly and beautifully outlined in the address of Dr. J. B. Angell.

8. That we note with pleasure the increased circulation of educational journals, and that we regard this as an evidence of greater intelligence on the part of the teachers of the State, and hence a better fitness for their important duties. We commend the editors of our journals for their efficient labors to elevate the standard of professional teaching.

9. When a military hero falls, his associates and fellow officers put on badges of grief, and when a statesman or popular leader falls, the people mourn; much more, then, may public grief be felt and expressed when an educator, a leader of the young, falls. Such a one has fallen in the person of the Hon. Milton B. Hopkins. We realize that in the death of Mr. Hopkins education in this State has lost one of its ablest leaders, the State one of its most valuable citizens, and christianity an able representative and able advocate.

*Resolved,* That we will cherish his memory and emulate his virtues.

10. That to enable Gen. John Eaton, Commissioner of Education for the United States, to secure the necessary appropriations from Congress, for which he is now asking, to enable him to carry on more successfully the bureau of education, we respectfully ask the Representatives and Senators of Indiana to vote for and render him such aid as the exigencies of the case demand.

11. That we respectfully ask of the members of the State Legislature to vote for and appropriate such an amount of money to the State Normal School as shall enable the Board of Trustees to complete the present building, and the Faculty to carry on more successfully the interests of that institution.

12. That the average school term of this State should be at least six months, and that we believe it wise to enact a law which shall compel

to levy sufficient taxes to keep their schools open that long, provided those levies do not exceed those now authorized by law.

Prof. Robert Brown, of the State Normal School, delivered an address on "The Relation of Education to Music," at the close of which he entertained the Association with music on the violin.

He was followed by Prof. Richard Owen, of the State University, who presented a paper on "Elective Studies in College,"

of which the following is an abstract: *In which he suggested that*

The possibility of making, advantageously, part of the collegiate course, not so much mere mental gymnastics, as rather a step in the direction of the future profession or occupation is suggested, therefore the discussion of the question involves the discussion also of the course of preparatory study. With the preparation obtained in the rural districts, where there are few high schools, although the student may pass the examination required, he is not sufficiently accustomed to systematic study to master thoroughly the full curriculum, without endangering his health by intense application.

If, however, the individual offering himself for the Freshman Class has previously enjoyed all the advantages which some of our graded and high schools offer, there could be little or no objection to permitting him, after the close of the Sophomore year, with the advice and consent of parent and Faculty, to select, from given parallel courses for the Junior and Senior years, such as would have most practical bearing on the future profession or occupation.

In order to secure this thorough preparation, pupils should, if possible, have two years, say while five or six years of age, in the *Kindergarten*. There they should have their habits of observation and reflection awakened by leading them to discover for themselves many properties of bodies, going into field and forest, examining all common things critically, using all blocks, clay for molding, blackboard for drawing, etc.

In the *graded school*, continued from the 7th to the 14th year, inclusive, the pupil would be taught to read words of one syllable, then of two, and so on; would learn spelling chiefly while writing from dictation, would be at least two years in mental arithmetic before attempting written arithmetic, would be taught the great landmarks or epochs of chronology and history before going into details; would learn geography by drawing plans of the known, before representing that which has not been seen by him, but only described by others to him. Throughout this whole course music would be taught first as melody, then as harmony.

Passing to the *High School*, after mastering the English branches, ancient language would be carried through at least two years, Algebra and the first four books of Geometry, Physiology, Geography, Elementary Physics, Astronomy and the Natural Sciences, with the outlines of Ancient and Modern History would be mastered, not omitting Drawing and

Music, and giving a term of Rhetoric and Book-keeping. This would enable the student to come to college with the habit of study and the preliminary knowledge necessary to make the curriculum attractive and intelligible.

Of course, if his occupation is to be teaching, he would then go to the Normal school; if the object is to obtain technical education in the least possible time, he would naturally select the State Agricultural College; but if time permits a more general and extended course with intention on the one hand to become a minister, lawyer, literary or political aspirant, or on the other to combine with a half classical course thorough preparation in mathematics, theoretical and practical engineering, plan drawing, etc., or the natural sciences, including Physiology and Comparative Anatomy, then, perhaps, the desire to be of the greatest utility to western students, might justify colleges in partially modifying the college course, chiefly by making modern languages optional.

On motion of J. M. Olcott, the Chairman of the Executive Committee was requested to provide for a historic sketch of the Indiana State Teachers' Association, and of the public schools of the State of Indiana at the next meeting of the Association.

On motion of Mr. H. S. McRae, Messrs. Cyrus W. Hodgin, John Cooper and J. J. Mills were appointed a committee on "Statistics." The duty of the committee is to prepare and report to the next meeting suitable forms for recording the statistics of the Association, and to collect such items of value as they may deem proper.

On motion, the book agents resident within the State were appointed a committee to arrange for a social entertainment at the meeting of the Association next year. Mr. J. M. Olcott was made chairman of said committee.

On motion, the selection of a time and place for next meeting was referred to the Executive Committee.

At a late hour the Association adjourned with the singing of the Doxology and the benediction.

WM. A. JONES, President.

J. J. MILLS, Secretary.

## SUPERINTENDENTS' SECTION.

WEDNESDAY AFTERNOON.

THIS Section met in the High School Building, at 2 P. M. President Stilwell being absent, the Section was called to order by the Secretary, Mr. J. A. Young.

The President elect, Prof. W. H. Wiley, of Terre Haute, read an able paper entitled, "On Training for the Common School Teacher." He said:

Our school system does not meet the demands of the people. It is borrowed from Germany. What we want is an educational system for America. We can reach the highest possibilities of government only by developing manhood. Many of our educators tell us how to teach reading, arithmetic, grammar, etc., but forget to tell us how to make men. We are pushed through changes so rapidly that we cannot achieve success in scholarship. There are too many steps in our educational development, and not time enough to do the thinking. Let us lengthen the time, build better houses, furnish them well, pay good teachers living salaries, and we shall have but little use for compulsory attendance.

This was followed by a paper on "The Superintendent's duty to Unsuccessful Teachers," by T. J. Charlton, Superintendent of Vincennes schools. The speaker said:

Whatever we want in the nation's life must be put into the schools. The Superintendent must know his whole duty, and dare to do it. He must search for the causes of failure in his teachers and strive to cure them. The teacher who does not keep good order, control his temper, observe the whole school during a recitation and keep each pupil busy, is a failure. The Superintendent should suggest the best methods to his teachers, furnish them programmes of study and recitations, and see that they use them. The ignorance of branches taught is one great cause of failure. Have books used as little as possible in recitations. Some teachers are too lazy to do good work, and should be dismissed. Some want to give all their attention to one branch, and have their pupils study that alone. This is a mental deformity that should be cured. The characteristics of a good Superintendent are earnestness, energy and zeal. He must be in the front rank, point out the faults of his teachers, help to correct them, and make them feel that he is the teacher's friend. The executive ability of the good superintendent is sufficient to command armies. Graver duties devolve on no one. Let him discharge them well.

In the discussion of the paper, W. S. Smith said, the county superintendent has as much power, under the law, as the city superintendent, and should use it.

The discussion was continued by Messrs. Goodwin, Gow, Olcott, Wallace, Hall, Jesse Brown and O. H. Smith, all holding that the superintendent should be able to teach, and should point out the teacher's errors or resign.

After a recess of five minutes, Prof. A. M. Gow, of Evansville, read a paper on "When and How shall Promotions be made in Graded Schools. Mr. Gow said :

There is a great diversity in the terms used to designate the grades in different schools. The city schools embrace a period of nine to thirteen years, using the same terms to designate different stages of progress, which gives no means of comparison between different schools. Examinations in school should always be made a test of scholarship, in order that promotion be made on merit. The rights of the child must not be considered alone in the abstract, but also in the relative. Examinations should be both oral and written, but the written should be considered the most reliable, for obvious reasons. It is very easy to hold a written examination in such a way as to make the examiner morally certain of the standing of the pupils. They should be made as often as every four or six weeks. For those not able to pass at the end of the school year, some other arrangement must be made, or they will lose the benefit of the school. If they are physically and mentally able, let them do the work of three years in two, so there will be no part of the course passed over unstudied. For the unfortunate, lazy, or dull pupils, the circumstances must determine what is to be done.

The paper was discussed by Messrs. O. H. Smith, George P. Brown, Wilson and Zeller.

Here a committee on nominations was appointed by the President, consisting of W. S. Smith, James Hall, H. G. Wilson.

Section adjourned until the following afternoon.

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#### THURSDAY AFTERNOON.

Section called to order by President Wiley at 2 P. M.

Mr. W. S. Smith was appointed Secretary *pro tem*.

A short general discussion here took place, participated in by Messrs. Wiley, W. S. Smith, Norris and others.

Mr. J. H. O'Brien, Superintendent of Laporte county, now opened the discussion on "What Advantages have the Country Schools over the City Schools?"

He held that there are several advantages in favor of the country child: 1. The children in the country have superior health. 2. The diverting powers of the city are greater. 3. The home influence in the country is better. He further claimed that a much larger per cent. of the country children are in the schools than the city. That children who have talents for certain branches of learning should be encouraged in their specialty, and this is not done in the graded schools.

Mr. Smith, of Wayne county, thought the Chairman of the Executive Committee a little facetious in the statement of the question.

Dr. Brown said, that the advantages of the graded system in the cities made their schools far superior to the country schools.

The further discussion of the question elicited much merriment.

On motion of Mr. O. H. Smith, the subject of Mr. Gow's paper of yesterday was called up.

Mr. Gow took the stand, and answered all the questions asked in the discussion which followed, by Smith, Charlton, Wallace, Hall, and others.

On motion of Mr. Wilson, the Committee on Nominations reported as follows:

*President*—E. H. Butler.

*Secretary*—J. H. O'Brien.

The Section then adjourned *sine die*.

W. H. WILEY, President.

JAMES A. YOUNG, Secretary.

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## COLLEGIATE AND HIGH SCHOOL SECTION.

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### WEDNESDAY AFTERNOON.

THE meeting was called to order at 2 P. M., by Cyrus Nutt, President of the State University, after which Prof. John, of Mooreshill College, offered prayer.

The address on "College Discipline," by O. A. Burgess, President of the Collegiate and High School Section, followed. All present were highly entertained by this interesting paper.

The discussion was participated in by Dr. Nutt, B. C. Hobbs and Dr. Hoss.

The paper by H. W. Wiley, of Purdue University, on the "True place of Physical Science in High Schools and Colleges," was next read. It was a remarkably well prepared paper, covering all the points of the subject in a clear and concise manner. The discussion following was quite interesting, Prof. R. T. Brown and the Hon. B. C. Hobbs being participants.

Prof. Hoss stated that the exercises of the next session would embrace two very diverse subjects, and both of much importance. He wished to urge on the friends to be present. He thought the present tendency in the colleges is an attempt to crowd too much into the college course.

Prof. Hoss mildly said that he did not think the colleges were well enough represented. He acknowledged that there was a good attendance, but still most of those present were not college representatives, but visitors.

Several others spoke on the subject, generally concurring with the remarks of Prof. Hoss.

The latter then moved a committee be appointed to consider the propriety of continuing the Collegiate and High School Section.

The committee consisted of President Shortridge, of Purdue University, Prof. Atwater, of the State University, and Prof. W. A. Bell.

The section then adjourned to meet the following morning at 9 o'clock.

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#### THURSDAY MORNING.

The attendance was so very small that no meeting was held.

The committee appointed, reported in favor of discontinuing this section, which was agreed to. They said that the only college men who attend these meetings are those who are interested in the work of the general association.

Adjourned *sine die*.

[As it was impossible to get a report from the Secretary, the above has been made up from the report in one of the daily papers. ED.]

## OFFICIAL DEPARTMENT.

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The following is an abstract of a letter received at this office:

GOSHEN, IND., Dec. 14, 1874.

HON. A. C. HOPKINS, Sup't. of Public Instruction:

DEAR SIR:—At the September meeting of our County Board of Education we adopted a system of grading the schools of our county. One of the teachers refuses to adopt the grading plan, and refuses to hold his regular monthly examinations, as required by the system of grading. I understand that the action of the County Board, in a matter like this, is mandatory, and that the above requirements are legal. Am I correct? If correct, what course shall I pursue? Can I cancel the teacher's license?

Is it right and legal for the County Superintendent to direct the exercises of the township institutes whether he is present or not?

Obediently yours,

D. MOURY, County Sup't.

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The above questions may all be condensed into two:

1. Is there any power to compel a teacher to comply with the orders of the County Board of Education?
2. Has the County Superintendent the right to prescribe the work to be performed by the township institutes during those sessions when he is not in attendance?

To the first question I reply that the authority to order implies, in some way, the power to enforce an order; otherwise the authority is nugatory and idle. I suppose this power does not reside in the County Board as a body, as the teachers are not under their immediate control, but rather in the hands of the trustees individually, as the teachers are in their employ and under their control. It is a principle that pervades all the business affairs of life, that if one man employs another to do a certain work, and, on investigation, he finds that his employee is not doing the work according to the contract, he has the right to dismiss him and employ some one else. So, if a teacher refuses to carry out the orders of the County Board, the trustee has the right to dismiss him. I do not think, however, that this is sufficient cause for the County Superintendent to revoke his license.



2. To the second question I would say that the law makes it the duty of the County Superintendent to preside over the township institutes when present, and thereby implies that he shall give direction to their exercises. He is furthermore required "to encourage teachers' institutes and associations, and labor in every practicable way to elevate the standard of teaching, and to improve the condition of the schools of the county."

This general requisition should give him at least a very influential voice in determining the work of the institutes. He should plan and advise for their benefit, and teachers should give due respect to his instructions. Indeed, he should have a general plan for the improvement of his teachers, and the township institutes should be one of the chief auxiliaries in carrying out this plan. Teachers, therefore, should be very slow to direct the work of township institutes in a channel contrary to the instructions of the County Superintendent. The Superintendent should be careful, however, not to become tyrannical or arbitrary in his requirements, or he may defeat the very objects he desires to accomplish.

Very truly yours,

ALEX. C. HOPKINS,  
Superintendent Public Instruction.

[Approved by the State Board of Education.]

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### SUPERINTENDENT'S REPORT.

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The twenty-second Report of the Superintendent of Public Instruction to the General Assembly, is now ready for distribution, and will be mailed free to any person on receipt of fifteen cents to prepay postage.

Also a copy of the latest revision of the school law of Indiana will be mailed to any one on receipt of a three cent stamp.

County Superintendents will be furnished, on application, with blanks for the Teachers' reports to trustees.

ALEX. C. HOPKINS,  
Superintendent Public Instruction.

JANUARY 15, 1875.

## EDITORIAL.

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HAVE you paid the postage on your JOURNAL?

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, for postage. If sent with the subscription it will save trouble and expense.

We have on hands a large number of articles and communications for the Journal, which will appear as soon as we can make space for them.

SEVERAL city superintendents have lately sent us clubs for the Journal made up among their teachers. Cannot other superintendents do a good turn for us and their teachers at the same time, by following this good example.

We have run out of November Journals and shall be much obliged to any one who will return us a copy. If those favoring us will give their name and address, we will extend the time of their subscription a month. Some of those who sent us the June number did not give their address, so we could not give them credit.

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## HIGHER EDUCATION.

The first article in the Journal this month, on Higher Education, by Prof. Roberts, is certainly a very able one. The article is long, but the subject is one of great importance, and one upon which every teacher should have information just at this time. It is well known that the public school system has enemies, and that they are just now unusually active. It is further known that these enemies, in many instances, are covering their hostility to the general system, while they are making war on "higher education." Others are opposing the higher education because "they know not what they do."

There are those who would, had they the power, limit free education to the common school branches. They would abolish not only the State University, but also high schools.

They seem to forget that if they take the head off, the whole system must perish. These higher schools must continue, to give vitality to the lower schools. They must continue because they are in the special interest of the great masses of the comparatively poor people who cannot afford to pay for the higher education of their children. They must continue because they must educate the teachers for the lower schools. They must continue because the prosperity and life of our country depend upon them. Every foot of land in Indiana is worth more money to-day than it otherwise would have been, because of what science has done. Every citizen of the State is to-day enjoying a civilization that never could have been reached but through "higher education." All our machinery, all our inventions, all our discoveries are founded on principles that are not taught in our common schools. Let a people for generations confine their instruction to the common school branches, and it, so surely, will lapse into barbarism. Only an educated people can be a free people, and the education of the leaders of this people must comprehend more than simply a knowledge of the common branches.

It is true that a comparatively small number ever avail themselves of this higher education, but those who do, make our lawyers, our doctors, our legislators, our skilled laborers, our most influential citizens in every community and in every walk of life, and they, more than all others, shape and mould society and make our civilization what it is, and are destined to make it what it shall become, if the future is to witness as rapid progress as in the past. Exceptions to this rule only prove the genuineness of it.

One learned man is frequently worth more to a people than all their higher education costs in a generation. Who can estimate the value to the world of the man who invented so little a thing as a lucifer match? who the value of such a man as Franklin, who invented the lightning rod; who of such a man as Morse, who gave us the telegraph; who of Daguerre, who discovered the beautiful art whereby we can retain the exact pictures of our loved ones when they are far from us, or gone to the better land; who of a Watt, who discovered the power of steam, or of a Fulton who applied it to locomotive purposes, thus giving us our steamboats and our railroads? Who, we say, can estimate the value to the world of any one of these, or of any one of hundreds of others that might be named. Money cannot measure the benefit they have been to mankind.

Then, if so much depends upon this "higher education," can a State afford to dispense with it, or entrust it solely to private benevolence? Is it not a much wiser course for a State, that it should establish and support all the facilities possible for the higher culture, thus making the private and church schools better that they may successfully compete with the State schools, and thus making education, in all its grades, free to the poor as well as to the rich? The answer is evident.

It will be noticed that the Collegiate and High School Section of the State Association was so nearly a failure, at the late meeting, that it is to be discontinued in the future. The discontinuance is all right; the college men ought to be interested in the work of the general association, and they should hold meetings for their own special work at another time; but the *cause* of this discontinuance is a burning shame. It is a great disgrace that in a State publishing to the world fourteen colleges and universities, a sufficient number of representatives of these institutions cannot be gotten together once a year to hold a respectable meeting. No wonder that the teaching in most of them is so far behind the times that it would not be tolerated in our better high schools for a single term.

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The late session of the State Teachers' Association was certainly a very excellent one. The attendance was very large, the actual enrollment reaching 482. Many were in attendance who did not enroll. But few other States in the Union have ever excelled this. The papers were all good—some of them excellent. There was not a failure in the General Association. Every person named on the programme was present on time. There was only one failure in the Superintendents' Section, and that was on account of sickness. This is somewhat remarkable. E. H. Butler, the chairman of the Executive Committee, deserves most of the credit for this grand success.

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We give most of our space this month to the minutes of the State Teachers' Association. We presume none of our readers will object to this. Those who were not able to attend will wish to know what was done, and all will be glad to have the proceedings of this annual gathering in a permanent form.

It will be noticed that but little space is given to unimportant business matters, but that the main points of the papers are so well presented as to give the reader a good idea of the character of them.

We believe that any teacher will be well paid by reading these minutes carefully through.

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#### THE HOPKINS MONUMENT.

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Much has been said, in the last four or five months, with reference to erecting a monument in honor of the late Hon. M. B. Hopkins, by the teachers of the State. In several county institutes the matter was dis-

cussed and resolutions were passed, and, in a few, money was subscribed. But as no one was authorized to take the lead in the matter but little, on the whole, has been accomplished up to this time.

By reference to the proceedings of the State Teachers' Association, it will be seen that the State Board of Education brought the matter before this body, and that definite steps have been taken, so that we may expect that something will now be done worthy the teachers of the State. It was first proposed that no teacher be allowed to contribute more than 10 cts., but it was afterwards suggested that as in all such cases, there will be many who will not contribute anything, the limit be fixed higher; so the arrangement now is that no teacher shall be allowed to contribute more than \$1.

The committee will, in a few days, send out a circular giving directions and the details of the plan.

The general course to be recommended by the committee is that the matter be worked up in the township institutes, under the general direction of the county superintendents.

A separate account will be kept with each county, so that each shall get credit for what it does. All persons who contribute \$1 will receive a photograph (card size) of Mr. Hopkins, and their names will be published in the educational journals.

We hope that each county will take a pride in doing something respectable, and that a sum of money will be raised that will enable the State Board to procure a monument that the teachers of the State will be proud of.

All communications on this subject should be addressed to George P. Brown, Indianapolis, Chairman of the Committee.

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No DECISIVE steps have yet been taken by the Legislature with reference to school matters. Judging from the character of the men who compose the Committees on Education, we need fear no retrograde movement. A few bills have been introduced favoring the repeal of the county superintendency law, but as they have to go through the hands of the committees, we are not apprehensive of serious results. Let teachers and superintendents make the law a *success*, and then let them see to it that the people and their legislators *understand* it, and no intelligent man will wish to see it abolished. Indiana expects every teacher to do his duty.

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Gov. HENDRICKS, in his recent message, commended, in the highest terms, the common school system, and warned the Legislature against taking any "backward steps." He is very much opposed to the repeal of the County Superintendency law.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1874.

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#### GEOGRAPHY.

1. In what parts of the world are volcanoes most numerous?
2. Name the States of the Union lying on the northern boundary.
3. Why do the degrees of longitude vary in length?
4. Give five of the principal rivers in New England.
5. Bound the territory of Alaska, and give some of its principal productions.
6. Name the principal places in the United States and Territories where either gold, silver, iron, copper or lead, is found.
7. What Republic on the western coast of Africa?
8. Name five rivers flowing into the Atlantic south of the Hudson.
9. Describe the coast of California.
10. Describe the river Nile.

#### PHYSIOLOGY.

1. What is the effect on the body of breathing foul air? State in full.
2. What are the evil effects of remaining in over-heated rooms?
3. How many vertebrae in the spinal column, and how many processes from each?
4. Give the peculiar property, uses and structure of muscles.
5. What different sets of tubes are found in the liver, and what is the office of each tube?

#### U. S. HISTORY.

1. What is the Mason and Dixon's line, and why was it so named?
2. What is meant by the nullification laws of south Carolina?
3. What is meant by protective tariff, and why has it always been opposed by the South?
4. What causes led to the repeal of the "Missouri Compromise?"
5. Give an account of the capture of New Orleans, and the civil and military consequences resulting from its capture?
6. Name four decisive battles which were effective in closing the great rebellion.

7. What is the date of the emancipation proclamation, and what was its important effect?
8. Name the Presidents in order, from Washington to Grant.
9. In what ways can the title to territory be acquired?
10. When was Indiana admitted into the Union?

## ARITHMETIC.

1. Explain for what purpose you find the greatest common divisor, and illustrate its use.
2. What is the cost of a hat if 17-35 of its cost is \$17-20?
3. Find the sum of the decimals: one thousand one, millionths; seventy thousand thirteen, ten millionths; and four, hundred thousandths.
4. Define a line, a square and a cube.
5. If  $21\frac{1}{2}$  yards of cloth cost £10 8s. 8d., what will  $8\frac{1}{2}$  yards cost?
6. Reduce one pint to the decimal of a bushel.
7. What is meant by  $\frac{1}{4}$  per cent. of a number? Express it as a decimal.
8. To my herd of six cows I add one more. What is the per cent. of increase?
9. Define the terms Involution and Evolution, and illustrate the definitions.
10. Find one of three equal factors of 10, 218, 818.

## THEORY AND PRACTICE.

1. What advantages arise from requiring children to occasionally write answers to questions?
2. What are the chief characteristics of a good definition?
3. In hearing a class in reading, would you spend any time in questioning the children in regard to the meaning of the words in the lesson? Give reasons for your answer.
4. Is it wise to make any attempt to arrange a course of study for District Schools? State the reason for your answer.
5. How would you induce an unwilling child to learn?

## GRAMMAR.

1. Give the definition of Etymology, of Syntax, of Orthography. Also give derivation of these words.
2. State the resemblances and differences between Personal and Relative Pronouns.
3. Write the plural form of valley, son-in-law, hero, supply, flag.
4. Write the Indicative mood, present tense, first person singular of "sit," "begin," "go," "lay," "sing."
5. Write the declension of the pronoun "it," being careful to punctuate it properly.
6. What distinguishes a verb from every other part of speech?
7. Of what value is parsing as a means of gaining a knowledge of language? State in full.

8. Analyze the following: "If you would succeed in business, be punctual in observing your engagements."
9. Correct the following in respect to capitals and punctuation:  
"cicero in his treatise on morals enumerates Four Cardinal Virtues, to-wit fortitude, Temperance, justice and prudence."
10. Correct the following, and give reasons:  
Trust not him whom you know.  
I wrote to, and cautioned the captain against it.  
He that is diligent you should commend.  
His arguments was exceedingly clear.

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### A RECEPTION.

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TO EACH PATRON OF FRANKLIN PUBLIC SCHOOL.—Are you acquainted with the teacher of your children? If not, please call; you will find her waiting for you at the school building. We desire to see one or both of the parents (or guardian) of every child belonging to our school, and for this purpose we will have

#### A RECEPTION

in the High School room on Friday afternoon, October 30, 1874, from 3 o'clock to 5 o'clock. Also, in the evening, from 7 o'clock till 9 o'clock. Come in the afternoon, or evening, as suits your convenience, but be sure to come. Please do not disappoint us. We wish to talk with you about your children. Respectfully,  
D. ECKLEY HUNTER,  
Sup't. F. P. S.

FRANKLIN, IND., Oct. 28, 1874.

Copies of the above were printed and sent to the parents of all the children in school, and at the appointed time the large chapel was well filled with parents, pupils and teachers. The programme was short and simple.

#### PART I.

A few picked up declamations, selected from the regular exercises in school, interspersed with a few songs, and these followed by a social of half an hour.

#### PART II.

A few songs interspersed with a few declamations, and these followed by another social of longer duration.

The important feature in the social was a series of personal interviews between teachers and parents, in which the teachers made verbal reports to the parents of the general conduct and standing of each pupil. These reports were based partly upon the teachers' registers, partly upon the records of examinations, and partly upon the teachers' recollections of the daily work. The parents, also, reported the interest the children



manifested in their school, the amount of home study, causes of irregular attendance, etc., etc. The result, we think, has been a marked improvement in the attendance, conduct and recitations of the children of those parents that attended the reception.

There are twenty-nine reasons why we believe that *personal interviews* are better than printed reports sent to the parents to be signed (sometimes by proxy) and returned to the teacher.

FIRST. *They produce better results.*

SECOND. — But we have not time to tell you what the other reasons are; try the plan and you may find out for yourself.

D. ECKLEY HUNTER.

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### LETTER-WRITING.

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The following letter contains some practical suggestions, so we print it, though it was not written for that purpose.

MR. BELL:—Your article on letter-writing in the common schools should be followed by others upon the same subject, until there is more attention given by teachers to this neglected branch.

I have known pupils to quit school with a satisfactory knowledge of the eight common school branches; yet their letters would warrant the belief that they almost utterly ignored the correct use of words and letters.

After teaching form, have the pupils write practical letters to friends, relatives or teachers. Be sure that they do not begin with, "I take my pen in hand." Have them write as they talk. Allow but few introductory phrases; no apologies.

When the letters are completed, examine them; make suggestions and corrections. Then have them copied, and, if desirable, posted; giving instructions how to write the address.

I think it a good plan to give learners copies of well written letters to study as a text-book.

Respectfully,

A. B. SNODGRASS.

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THE School Board of London has recently resolved to introduce the elementary teaching of drawing into the schools of that city. The same experiment has been on trial for some time in many of the schools of this country, and meets with the almost universal approval of intelligent educators. The *London Illustrated News* says:

"The teaching of drawing confers, as it were, a new sense; it develops perceptions which reading and other branches of education can never reach. To say nothing of the increased pleasure it affords through life

so long as the power of sight endures, it trains precisely those faculties which are most regarded in nearly all mechanical occupations, and it forms, therefore, the basis of much technical education. There are few mechanics that would not benefit in their work by a knowledge of drawing; whilst here and there the proposed teaching may stimulate genius that otherwise might remain dormant."

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#### A SPELLING LESSON MADE OF COMMON WORDS.

A sacrilegious vagabond, known as a scissors grinder, criticised a supposed financial cannibal for trying to chisel his impecunious neighbor's child out of a primer; whereupon the defendant repelled the accusation in language of transcendent eloquence, maintaining that the property had previously been consigned to his forefathers through a substantial obligation in the character of a perpetual mortgage. The Justice of the Peace, who resided in a contiguous village beyond the intervening Delaware, and who stood as a faithful sentinel, eyeing with jealous caution the tenets of the statutory documents of the commonwealth, believed the allegation of the critic to be unwarranted, and, in defense of the merchant, carried his process forward to the supreme tribunal, which sat in session every fortnight at the capital. The defendant succeeded in securing judicial clemency, and obtained a judgment against the nefarious slanderer amounting to a million values of his entire establishment.

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#### ONE AND ONE.

Two little girls are better than one,  
Two little boys can double the fun,  
Two little birds can build a fine nest,  
Two little arms can love mother best.  
Two little ponies must go to a span;  
Two little pockets has my little man,  
Two little eyes to open and close,  
Two little ears and one little nose,  
Two little elbows, dimpled and sweet,  
Two little shoes on two little feet,  
Two little lips and one little chin,  
Two little cheeks with a rose shut in;  
Two little shoulders, chubby and strong,  
Two little legs running all day long.  
Two little prayers does my darling say,  
Twice does he kneel by my side each day.  
Two little folded hands, soft and brown,  
Two little eyelids cast meekly down—  
And two little angels guard him in bed,  
"One at the foot, and one at the head."

—*Mary Mapes Dodge, in St. Nicholas.*

## REPORT OF THE STATE SUPERINTENDENT.

In last month's Journal a large number of facts were given, taken from the advance sheets of this report, and in the December number four pages of "Official," on county superintendency, were taken from the same source. So the readers of the Journal already know something of the contents of the Report.

The volume is now complete and on our table, and is certainly a very creditable one. We doubt whether any previous report ever issued from this office contained so much matter of general interest.

The preparation of this report for the press and the completion of its details fell upon the present incumbent, Prof. A. C. Hopkins, who succeeded to the office of his lamented father by appointment, August 20, 1874. But the report in its sentiments and recommendations may be accepted, in the fullest sense, as the final legacy of the late Hon. Milton B. Hopkins.

A large part of the volume is devoted to reports from county superintendents. These reports give an outline of the condition of educational work in the several counties. This feature adds not only a local but a general interest to the book.

Excellent though brief reports are presented of all the State institutions, educational and eleemosynary, the whole giving to those seeking information, both within and without the State, a full, clear and concise view of the education of Indiana.

The report is the most voluminous one ever issued, occupying 344 pages, besides an appendix of statistical tables and index of 76 pages, making a book of 420 pages. The frontispiece is an excellent likeness and autograph of Milton B. Hopkins, deceased.

The present State Superintendent certainly deserves much credit for the manner in which he has completed this most comprehensive and valuable Report.

**INDIANA STATE UNIVERSITY.**—The Indiana State University closed up the fall term very successfully. Splendid work was done both by students and professors, as shown by the thorough examinations at the close of the term. The number of students in attendance is as follows: In the College proper, 120; in the Preparatory Department, 90; in the Law Department, 40; total for the session, 250. The proportion of those pursuing a classical course has been steadily increasing for the last two years. There are 15 in post graduate studies.

The standard of scholarship, the order of discipline of the University, are now all that its friends could desire. The present session opened on Jan. 2, 1875.

• •

**JEFFERSON COUNTY.**—At the meeting of the County Board in September, we adopted a system of grading which was introduced into the schools at the commencement, and is working like a charm. Our schools were very poorly classified, and needed systematizing very much.

Each teacher is required to fill out a blank at the close of his school, and file it with the trustee, who will hand it over to the next teacher, thus enabling him to classify his pupils on the first morning of school. If the pupil has lost his *certificate*, the *report* will show his grade, or standing.

We have 110 schools in the county, and I have visited most of them already. Township Institutes are well attended, both by teachers and patrons. Monthly reports are received from all of the teachers. I find that the attendance is much better than it was last year. "Our watchword is *onward*."

GEO. C. MONROE, Supt.

**CLARK COUNTY.**—A. C. Goodwin, of Clark county, is one of our best county superintendents, and is *hard at work*. We clip the following from one of his circulars:

For each day's actual work, the county superintendent is paid \$4 only, and receives no other pay whatever.

For the quarter ending December 1, 1874, I traveled 266 miles by railroad, 123 miles afoot, and 37 miles on horseback, in the discharge of official duties—in all, 426 miles. During the year ending December 1, I traveled 1,042 miles by railroad, 366 miles on horseback, and 200 miles afoot.

**LOGANSPOUT.**—*Twenty* out of the twenty-five teachers engaged in the Logansport schools, attended the State Teachers' Association—*good*.

Since the Holidays the new school building has been occupied, and four men teachers have been added to the corps. We are informed that a *Training School* has also been opened in connection with the public schools. This is a novelty for a place of this size, and we shall be anxious to note the degree of its success. The new superintendent, Mr. J. K. Walts, is making things lively and getting on smoothly.

**JASPER COUNTY.**—J. H. Snoddy, superintendent of Jasper county, has marked out a course of study in the common branches for his teachers; and urges that lessons be assigned and *studied*, and that a part of the time of the township institutes be occupied in reciting these lessons. This is certainly a commendable course, as *scholarship* must be at the base of all healthy improvements in education.

**TIPPECANOE COUNTY.**—The schools of this county are in a very prosperous condition. The superintendent, W. H. Caulkins, is an earnest worker, and has the confidence and support of the teachers. Never before was there so large an enrollment of pupils in the school. The reports of schools frequently published in the county paper, do good. Including the cities and towns, there are 180 teachers in this county.

**LAGRANGE COUNTY.**—The schools of our county, under the energetic supervision of superintendent S. D. Crane, are making rapid progress.

The teachers are taking advance ground, and the county superintendent is doing all in his power to elevate the standard of teaching, by the encouragement of those teachers who are honestly striving to do their duty. An abstract of the monthly reports is published in the county paper, with notes commendatory and otherwise. The visits of the superintendent are also noted, and both these things serve to incite the teachers to do good work.

Township institutes are well attended. The following resolution, concerning corporal punishment, was unanimously adopted by one of the institutes in the county:

*Resolved*, That while we altogether ignore the old-time flogging for every trivial offense, we believe that occasionally the punishment of a scholar by whipping is not only a duty of the teacher, but a kindness to the offending pupil.

The schools of the town of Lagrange are prospering as well as can be expected with the accommodations. The trustees have determined to commence the building of a new school house as soon as the weather will permit.

D.

**FAYETTE COUNTY.**—The county superintendent, J. L. Rippetoe, seems to be doing good work. His suggestions through the papers regarding school houses, their furniture, apparatus, general neatness, etc., are doing good. There are still some poor teachers in the county, but most of them are improving.

The colored children attend with the white in the Connersville schools. There are not many of the former, and no complaint has yet been made.

**MADISON COUNTY.**—Superintendent Franklin, among other explanations and suggestions which accompany his "course of study," makes the following sensible statements:

"Teachers must keep records showing the standing of each pupil in this course of study, and, at the close of the school, leave such records with the trustee. The monthly report to the county superintendent will call for the number of pupils in each department.

"The great evil of our schools heretofore has been the promotion of pupils beyond their advancement. Teachers will hereafter be held to a strict accountability in this matter."

**PULASKI COUNTY.**—The schools in Pulaski are reported as doing "remarkably well." Superintendent Weyand has visited most of the schools (Jan 1) and finds the teachers hard at work. Monthly reports are sent in promptly, with few exceptions. These "exceptions" will most likely be eliminated by another year. The township institutes, in this county, amount to but little, except when the superintendent is present. Shame on the teachers.

**MONROE COUNTY.**—In Monroe county, teachers are paid from \$1.80 to \$1.80; very seldom, \$2 per day. Monroe must either pay better wages or put up with very poor teachers. This is far below the average pay, except in the northern part of the State where teachers' board costs nothing—they board round.

**WARREN COUNTY.**—The Warren Republican sustains a good educational column. Superintendent Parks publishes concise reports of the schools he visits. If reports be true, he is doing excellent work.

The schools certainly were never before in such good order.

**LAWRENCE COUNTY.**—Our superintendent, W. B. Crisler, is grading the common schools of the county, according to the circular inclosed. He is rather radical in his requirements, but perhaps he will succeed better than a more conservative man.

Our township institutes are doing much good. Prof. A. P. Allen, of Mitchell, has a very prosperous school. \* \* \*

**PERRY COUNTY.**—"Schools in full blast and doing extremely well." Theo. Courcier, the county superintendent, is evidently at work.

**BEDFORD.**—In making a statement of the Bedford difficulties in our December issue, we said that the tuition fee for the public schools was placed at a low figure, etc. We are informed that this is a mistake. The fee, per term of three months, is \$10, which is a very reasonable tuition. Our aim is to give facts, not to take sides.

**RICHMOND.**—We are always glad to hear good reports from our friends and to note the progress of schools. We clip the following from the *Richmond Independent*:

"We visited several of the schools yesterday, and were much pleased with the exercises we witnessed. Last year we gave an extended account of our schools, and it is only necessary now to say that under the management of Prof. Cooper, they have never been more efficient. They are an honor to the town, and we are glad to learn they have the hearty co-operation of our citizens."

Superintendent Cooper has never failed to make first-class schools wherever he has been.

**BLUFFTON.**—During the term (thirteen weeks) commencing September 28, and closing December 24, the Bluffton school enrolled 874 pupils; average number belonging, 817; per cent. of attendance, 92. Number of cases of tardiness, 81. This a great improvement on former reports.

Samuel Lilly is the Principal.

The Northern Indiana Normal School will open its third term February 9, 1876. This school seems to be remarkably prosperous. It has in attendance, the present term, about 320 students. This speaks well.

WE are asked to answer the following *Query*: To whom does the school house belong while the school is in session; to the teacher or the director?

We should say to neither. The trustee has control of the school house; he employs the teacher, and he alone can dismiss him.

A PROMINENT county superintendent, in the northern part of the State, writes us as follows: "Send me the Journal, for I think it beats them all."

G. & C. MERRIAM, the publishers of Webster's Unabridged Dictionary, have lately added four pages of colored illustrations. This will give an additional attraction to this popular book.

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#### A CORRECTION.

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[We give place to the following to correct, so far as may be, any false impressions that may have gone out, but cannot believe that the editor of the Northern Indiana Teacher knowingly made the misstatements.

Ed.]

A gross misrepresentation of the financial wants and management of the State Normal School occurs in the "Northern Indiana Teacher," for Jan., p. 38, at bottom. Our entire income is \$19,000, of which sum \$2,000 is for repair and incidentals. For running the institution we are between \$3,000 and \$4,000 behind for two years' operation; of this sum about \$1,500 was old indebtedness, incurred in the opening of the school. We only ask for \$71,000, for the purpose of finishing and furnishing the building; and we ask an increase of tuition fund of \$5,000 per annum, and of \$1,000 for incidentals.

The article, at this time, is very unfortunate. We do not care how much we are criticised, provided the *truth* be told. \* \*

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#### STATE NORMAL SCHOOL.

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"We have 148 students in actual attendance. All are earnest, faithful, and are aiming high. Our students in the advanced course are receiving as good instruction in Latin, under Prof. Boisen, as is given in the Boston Latin school, I believe. The instruction in Grammar is equally good. It should be constantly remembered that this is not a "*Business College*" and a Normal School. It is simply and purely a school for the training of teachers—a school that admits no student to its courses who does not, in good faith, enter for the purpose of preparing himself for

the teacher's work. He must make this declaration, as a condition of entering. The prospects are that we shall have a very full attendance in the spring."

We take the above from a letter received a few days since, from president Jones. It simply states what every one acquainted with the management of the school, knows to be facts. That the instruction given there is thorough and of the highest order, all concede. Had they room for them, the number might be more than doubled by admitting students to "business departments" and "optional courses." These things are well enough and have their uses and proper place; but this institution was founded by the State *for the training of teachers*, and it is proper that it should be held *strictly* to this work.

Persons wishing to qualify themselves thoroughly *for teaching*, cannot do better than to attend our State Normal School.

The Legislature should, by all means, finish the building and put the school on a firm basis.

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## PERSONAL.

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J. R. TRISLER, Principal of the Lawrenceburg high school, allows his pupils to publish a daily paper, giving the important news of the day and local items. It is an interesting and profitable exercise, and the pupils like it.

JOHN CHAWNER is spending some time at Ann Arbor, giving special attention to natural science.

W. H. POWNER, superintendent of Decatur county, for the first time in many years, failed to attend the State Teachers' Association just held. The severe illness of his son Charles (also a teacher), who is now in Missouri, was the cause.

E. M. CHAPLIN is conducting a very successful school at Syracuse, Kosciusko county. A large number of students from abroad are in attendance, which is a good indication.

A. J. YOUNGBLOOD, superintendent of Howard county, has resigned his office and gone into the practice of law. The Journal wishes him success in his new field of labor.

O. A. Somers has been appointed to fill Mr. Youngblood's place.

W. S. SWINGLE, superintendent of Brown county, has issued a very neat little pamphlet containing the Rules and Regulations and course of study for the country schools. Under the head of *Remarks* he makes some good suggestions.

W. H. BANTA is the efficient superintendent of the Valparaiso schools.



L. E. McREYNOLDS, for six years examiner and superintendent of Carroll county, has resigned, and T. H. Britton, of Burlington, has been appointed his successor.

JAS. A. YOUNG, superintendent of Fountain county, on the first evening of his institute, provided a public hall and gave a grand social to his teachers, supplying refreshments at his personal expense. This is but a specimen of Mr. Young's many liberal acts.

B. WILSON SMITH, so long agent for A. H. Andrews & Co.'s School Furniture, has left his first love and connected himself with George H. Grant & Co., of Richmond, Ind., in the same business.

R. A. THOMPSON, joint Representative from Henry and Madison counties, has introduced a bill in the Legislature favoring the abolition of county superintendency. Shame on him.

D. M. MARSH, the inevitable, is still scattering Webster's Dictionaries over the State. He might be engaged in a worse business.

GEORGE S. JONES, formerly of Shelbyville, is now principal of the Manilla graded schools.

T. A. BROWN, editor of the Worthington times, sustains in his paper a good educational column.

J. V. COOMBS, formerly of this State, is now at Kansas, Ill.

I. W. LEGG is superintendent of the Marion school.

JOHN O. SPURGEON is at the head of the Sweetser schools.

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## INSTITUTES.

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**FOUNTAIN COUNTY.**—The Fountain County Teachers' Institute was held at Covington, beginning at 2 P. M. December 21, and lasting until the afternoon of the 24th. It was one of unusual interest. There was a larger enrollment on the first day than has ever been made by the close of any previous institute held in the county. By the close there were 185 names enrolled. A portion of the work of the Institute was conducted by teachers from our county. The evening of the 21st was spent by the teachers at a social.

On Tuesday, J. M. Olcott arrived, and, during the afternoon gave a lesson in language and composition, and a lecture in the evening.

Prof. H. A. Ford gave a lesson on Theory and Practice, which contained many useful hints to teachers; also a lesson in Orthography and one on History.

W. A. Bell gave a lesson on Letter Writing, a subject of great importance, and also a very instructive exercise on "How to keep children profitably employed while at their seats."

In the evening Prof. Bell gave a lecture on "The Common Schools of Indiana. J. A. Young, the superintendent, took charge of the Institute to the satisfaction of all.

Resolutions were passed as follows:

1. Heartily indorses County Superintendency. 2. Strongly condemns the use of intoxicating liquors by teachers. 3. Urges the teaching of morals. 4. Insists on teachers extemporizing their own apparatus when necessary. 5. Strongly indorses superintendent Young, and regrets that he is not to retain his present office longer than the present term.

J. H. Wright and Mary Jenne were Secretaries.

**TIPPECANOE COUNTY.**—The Teachers' Institute of this county was held from Dec. 21 to Dec. 25, inclusive. Enrollment, 148; average attendance, 110. Principal instructors, H. A. Ford, Wm. A. Bell, J. A. Blackburn, Kate B. Ford, L. L. A. Radcliffe, J. M. Olcott and Geo. M. Smith.

Considerable interest was manifested by teachers, and much good was done.

Strong resolutions against the repeal of the County Superintendency law were unanimously passed.

**HUNTINGTON COUNTY.**—The 10th annual Teachers' Institute of Huntington county convened at Huntington December 21, 1874. County Superintendent, F. M. Huff, President.

Instructors—James H. Smart, of Ft. Wayne, in Theory and Practice; James Baldwin, in Geography and Theory and Art; Wm. Russell, of Salem, in Arithmetic and Physiology; James I. Hopkins, of Kentucky State University, in Elocution and Reading.

Resolutions were passed: 1. Pledging teachers to increased effort in promoting and building up the cause of education. 2. Favoring temperance. 3. Heartily indorsing County Superintendency.

Resolutions were also passed lamenting the death of Sup't. Hopkins; in favor of paying teachers according to their grade and size of their schools; the usual thanks, etc.

The county sup't., F. M. Huff, conducted the exercises promptly throughout the session, with unwearied effort to make the success complete.

A. C. WILMORE, Secretary.

**GRANT COUNTY.**—The Grant County Institute met Dec. 21. This county always has well attended and interesting institutes. The enrollment of this was 157, with an average attendance of about 130. The work was done principally by home talent, Miss M. Haworth being the only foreign instructor. The teachers had generally prepared themselves for their exercises, so that they rendered service that was very acceptable. Among those who assisted in the work were, the superintendent, T. D. Tharp, who also had general charge, I. W. Legg, G. A. Osborn, J. O. Spurgeon, J. H. Ford, O. E. Neal, Dr. Entrikin, E. Kitch, T. J. Nixon, L. M. Overman, S. F. Collins, E. C. Murray, Wm. McEntire; other

took part in discussions, and all gave whatever aid was necessary to make the occasion a success.

Resolutions were passed strongly indorsing county superintendency and the county superintendent, thanking the instructors, condemning the use of alcoholic drinks, and deprecating the use of tobacco "on account of its uncleanness and its pernicious effects upon the system."

The superintendent has visited most of the schools, and reports a general advance along the line. A few exceptions exist that will be remedied another year. L. M. Overman, U. S. Candy and Lizzie Moon acted as secretaries.

**KNOX COUNTY.**—The institute of this county was held during the week beginning Dec. 21. It was not very largely attended, but was voted the best ever held in the county. The instruction was generally by home talent, and was appreciated. The principal instructors were, Miss Maggie Beck, R. A. Townsend, J. M. Wright, S. S. Parr, L. Prugh, H. S. Rose, J. T. Finley, P. J. Watters and T. J. Charlton.

Dr. Patton, the model school trustee of the State, gave a reception to the teachers on the first evening. This gave affairs a pleasant start.

An excellent evening lecture was given by Rev. A. Turner. It was decided to hold the next institute in Vincennes, the last week in August.

Resolutions were passed indorsing county superintendency, township institutes, and school journals; urging teachers to make special preparation for each lesson; asking teachers to use their influence on the side of temperance; thanking instructors, and especially E. B. Milam, the county superintendent.

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## BOOK-TABLE.

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● **THE AMERICAN EDUCATIONAL ANNUAL.** New York: J. W. Schermerhorn & Co. Price, \$1.50.

The above is the great educational work of the year. It contains about 300 pages, and is an excellent reference book for all matters pertaining to education in any of the states and territories of the Union, and of many of the European countries. It gives a digest of educational legislation in each state and territory from its origin to date, together with a synopsis of its present school system. It gives a large amount of educational statistics, such as number of teachers, average pay, school funds, number of school houses, school population, comparative table of 100 large cities, list of colleges in each State, biographies of prominent educators, education in other countries, etc., etc., etc.

It is a valuable book for any teacher's library.

**OUR DUMB ANIMALS** is the name of a paper published monthly Boston. Price, \$1 per year. Its motto is, "We speak for those w cannot speak for themselves." It is filled with matter showing how mu

animals are needlessly abused, and pleading for their protection. It also gives many interesting anecdotes of animals, and explains in what ways many animals, usually considered noxious, are very beneficial to mankind. Teachers could hardly do a wiser thing than to induce boys to subscribe for this paper; or, failing to do that, subscribe for it themselves and read from it frequently to their schools.

SCRIBNER'S MONTHLY is without doubt one of the best illustrated monthlies published. It numbers among its contributors some of the ablest living writers and represents all the departments of current literature. Scribner & Co., New York, are the publishers. Price, \$4. Every teacher should read some good literary magazine.

GILMORE'S GENERAL HISTORY. Boston: Hurd & Houghton. Price \$1.25.

The above "first steps" in general history, is a little volume of less than 400 pages, furnished with good maps, and bound in neat form. The style is very simple, and the book is as entertaining as one of the kind can well be made. General histories must, of necessity, be largely skeletons. In a volume of this size, of course, only the leading facts in history can be treated.

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## LOCAL.

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ST. LOUIS, Jan. 5, 1875.

MR. J. M. OLCOTT:

DEAR SIR:—At the meeting of our Board of Education to-day, Swinton's Progressive Grammar, and entire Language Series, were adopted for use in the public schools of St. Louis county for a period of five years.

GEO. W. MURPHY, Ch. Committee.

SEE advertisement of Normal School Visitor and of North Western Normal School, Fostoria, Ohio.

THE Catalogues of Seeds and Plants for 1875, of Peter Henderson & Co., 35 Cortlandt street, New York, are just received—they number about 180 pages, are finely illustrated, and in addition contain five beautifully colored plates of the following: A group of Roses, a group of Verbenas, a group of Pinks, a group of Lobelias, and a new vegetable.

These Catalogues, with all the plates, are mailed to all applicants, on receipt of 50 cents. Also, to all purchasers of their books, "Gardening for Profit," and "Practical Floriculture," (the cost of which is \$1.50 each paid by mail,) they will annually send plain copies without charge.

WE give this month several pages of new advertisements. Read them, it will pay you.

We can furnish the American Cyclopædia of Education to teachers at \$50. It a valuable book for teachers.—ED.

## TABLE OF CONTENTS.

---

	PAGE.
Higher Education. ....	49
Proceedings of the State Teachers' Association.....	63
Proceedings of Superintendents' Section.....	75
Proceedings of Collegiate and High School Section.....	77
<b>OFFICIAL—</b>	
1. Is there any power to compel teachers to comply with the orders of the County Board of Education?.....	79
2. Has the County Superintendent the right to prescribe the work of township institutes when he is not present?.....	80
3. The Superintendent's Report ready.....	80
<b>EDITORIAL—</b>	
Higher Education.....	81
The Hopkins Monument.....	83
<b>MISCELLANY—</b>	
Questions for the Examination of Teachers.....	85
A Reception.....	87
Letter-writing—School Board of London.....	88
A Spelling Lesson made of Common Words—One and One. ...	89
Report of the State Superintendent .....	90
Indiana State University.....	90
Jefferson, Clark, Jasper and Tippecanoe counties.....	91
Logansport.....	91
Lagrange, Fayette, Madison and Pulaski counties.....	92
Monroe, Warren, Lawrence and Perry counties—Richmond.....	93
Bluffton.....	93
A Correction.....	94
State Normal School.....	94
Personal.....	95
Institutes.....	96
Book Table.....	98
Local.....	99

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January 5, 1875, the County Boards of Missouri adopted text-book for 5 years. Wilson, Hinkle & Co. made almost a clean sweep of the entire State. A good card.

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**\$5 to \$20** Per Day at home. Terms free. Address G. STINSON & CO.  
Portland, Maine. 2-1y

# INDIANA SCHOOL JOURNAL


VOL. XX.

MARCH, 1875.

No. 8.

## ADVICE TO YOUNG TEACHERS.

E. C. HEWETT.

HERE, it strikes me that there is nothing "sensational" about that title; in fact, I am half inclined to believe that it is hardly *original* with me; I have a lurking suspicion that I have seen it before, somewhere. But I think it may stand; for, perhaps, several years of experience and observation, in regard to schools and teaching, justify me in attempting to give advice to those who are just beginning work in the school room. At any rate, I beg any such who may see this article to give its suggestions careful thought; and, after weighing them, if you conclude that you must reject them, they may put you on a train of thinking that will lead you to something better. I propose to put what I have to say at this time, in the form of four cautions.

### 1. *Do not pretend.*

When you go before your examiner, do not pretend to any more knowledge of the subjects of examination than you are conscious that you have; and, if you fail to answer some of the questions, do not waste the examiner's time nor excite his disgust by any stories about "having known," "being *rusty*," "being very much embarrassed," etc. These shallow excuses deceive none of any sense; and, even if they should chance to be *true*, they will not help your case at all, and were better unspoken. So calmly and quietly about your work, collect your senses, do

your best, and then abide the result. When you go into the neighborhood where you are to teach, do not pretend to any dignity or importance that you do not really possess. Neither, on the other hand, assume an obsequious, over polite, apologetic manner. Be as good, as wise, as kind-hearted and polite as you really can be, and think no more about it.

When you begin your work do not pretend to any *dignity* in the school room that you do not actually have; pompous tones, frowning looks, stilted talk, will do you no good. Do not pretend to your pupils that you know anything that you do not know; the wisest men never hesitate to say "I don't know;" and the wisest are often obliged to say so. The wisest teacher I ever had used to surprise me by the frequency with which he said, "I don't know;" but, unlike many persons, he never thought that he *knew* a subject, if his knowledge of it was not complete and exact, and so thoroughly his own at the moment that he could clearly state it in words. If you are obliged to say that you do not know anything that you *can* know, and *ought to know*, say so in all frankness, but at once set about remedying your deficiency. Do not pretend to any more love and interest for your pupils than you really feel. If you do not love them and feel an interest in them, you have no business to be there as their teacher, but, pretending a love and interest that are not real, will only make a bad matter worse.

In short, remember that children are not easily deceived for a long time; and that it is just as natural for morally healthy boys and girls to despise a *sham* as it is for a duck to love water.

2. *Do not be rash.*

When your pupils present any request or petition, however unimportant, be slow to grant or refuse; weigh the matter, carefully, in all its bearings; *take* all the time necessary to do this, and then make your decision so that it shall stay made. Pass no word of yours in the way of threat or promise, till you are fully satisfied both that your word *ought* to be so passed, and that it can be made *good when the time comes*. Make no statements in your teaching till you have satisfied yourself that they are perfectly correct; better say "don't know" a thousand times than make a statement that you have to unmake. In matters of discipline or punishment, you need to be particularly careful take no rash step. There is danger at such times that passio

will be aroused; and passion is always a kind of drunkenness. Woe to a ruler, anywhere, who has to take *back-steps*, or who refuses to take them when his step has been a false one; the last error in his case is worse than the first. It is always safe to follow Crockett's famous advice: "First be sure you're right, then go ahead."

3. *Do not work without a plan.*

Have a plan for your first day's work. Visit the school house before your term begins, and become familiar with it and with its surroundings. Then, go to school on the first morning with a matured plan for seating your school, and with work prepared to set every pupil something to do as soon as the school is opened. Do not wait till you have taken all the names; you can do that at your leisure, after you have given busy eyes and mischievous hands something else to do than to watch you, or to make trouble for you, as a result of their idleness. Have a little map of your school room so that, as soon as you get a pupil's name, you can write it in the proper place on your map, and then by a little study from time to time associate face and name, until either shall recall the other, at once.

As soon as possible make a plan, or programme, of the daily exercises of the school, and post it in some conspicuous place, or write it in large letters on the black-board. Give each recitation its place, and fix exactly the time for each exercise to begin and to end. The advantages of such a course are very numerous and very weighty, but I will not take time to give them here. The programme, however, will be worse than nothing, unless you *strictly adhere to it*. Plan for yourself each day's work; that is, in the quiet of your room, go over each lesson, no matter how elementary it may be; prepare yourself for the difficulties that are likely to arise, and determine fully just how you will present every point that you undertake to teach. Early in the term, plan your term's work in each particular study. Determine what topics to take up, how much time to give to each, how many pages of the text-book to undertake, and what to omit, if you deem it to omit any. To be sure, you may find it necessary to modify this plan as the term progresses; but the very fact that you have a plan will aid you in making wise modifications. In school room, as everywhere else, it is well to follow the ad-



vice of the great apostle: "Let everything be done decently and in order."

4. *Do not expect perfection.*

Morally and intellectually children are like the rest of us—a mixture of strength and weakness, of good and evil. Meet them and dwell with them, every day fully recognizing this truth. Their impulses are generally good, and their wish is to succeed in what they undertake. But an evil spirit of mischief sometimes takes possession of them; their patience has a limit as yours has; indolence has its charms for them, as it has for all of us, and they like to follow "their own sweet will as well as anybody." But does it follow from this that we should be satisfied with meager attainments, with lazy practices, or with mischievous exhibitions? Not at all. Set the standard high, in every respect; there is little danger of setting it *too high*. But, if they fail to reach it, do not become morose, morbid, or disheartened. So that there is progress in the right direction, keep up heart; commend the good; persistently and firmly check the evil; arouse the indolent, and patiently seek to reclaim the wayward. Who realizes his full ideal in anything? And, if he should do so, with what kind of an ideal must he have started?

NORMAL, ILLINOIS, December 12, 1874.

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## COURSES PREPARATORY TO COLLEGE.

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[Abstract of an Address by President Porter, of Yale College, before the Connecticut State Teachers' Association, October 28, reported in the New York Tribune.]

THE course preparatory to college is, I regret to say, largely confined to special schools. This results especially in two disadvantages: 1. A division into closely defined classes is introduced even in childhood between those who should stand as much as much as possible upon a common footing. 2. Those withdrawn thus to select schools have their attention diverted into a narrowed range of acquisition. When there should be general training in the use of correct English, in the fundamer

tals of mathematics, in geography, in the facts and relations of natural history in its several departments, and in the outline of at least one modern language, the lad is put at special and narrowing work. I mean to say, in other words, that Latin and Greek are begun too early and pursued too exclusively, and that time which, during a certain interval, would be more economically spent in a wider range, is almost wasted by the present system. There is required of an educated man a background of common knowledge which the college-bred man rarely possesses for this very reason. There is needed, too, a foundation in correct intellectual habits, which the public school, with its wider view, is better fitted to give than the mere grammar school. There is needed, not less, a foundation in common sense, an acquaintance with common things and common people, and with the common aims and hopes of the masses, which the segregation of the prevailing method prevents. I look back to the years spent—unprofitably enough, indeed, and under methods barbarous enough—in a certain old red school house, as among the most valuable of my life for this very reason, and I believe that many will unite in like testimony. I will first speak of certain general disadvantages of the method of segregation.

And, first of all, as special schools are now constituted, both trustees and teachers strive toward high pressure. The result is that lads are kept almost exclusively on the dead languages, and on the routine of these during a period which exerts so vital an influence over them that spontaneity of growth is seriously checked.

A direct outgrowth of this is the extreme wearisomeness of such a course. Who does not pity from the bottom of his heart the lad who, from ten to thirteen, is bound down to his Latin grammar, his Latin exercises, his Latin translations? And if we pity him, why should we not help him? The trouble is that his work has no connection with a living language, and that not even what connection might be brought out is shown. The process should be carried on side by side with an intelligent study

English, and it should never happen that only after years of study it should dawn on the pupil's mind that the old, dead tongue is similar in structure to the language of his every-day life. Work so exclusively at specialties at so early a period, is full of disadvantages and full of loss.

The high pressure and the hard work result, thirdly, in mechanical habits of thought. The book is studied to be committed, and committed to be recited, and retained to be examined on, and not as intelligent knowledge which is to form part of the furnishing of a working mind. Now I concede that, as our system now stands, we can expect no immediate or thorough change to avoid these difficulties. In some of our larger cities boys may be successfully fitted for college entirely at the public schools, but not in the smaller towns and in country places. I therefore take the position that the public schools should be brought as nearly as may be into such efficiency that it may do much of the preparatory work, and that the young should be kept in them as long as may be, while some dependence is yet placed on private instruction, or on select or funded schools for the final touches of academic preparation.

I wish to speak next of certain evils of preparatory schools as such, and I premise that many of them are natural, deep-rooted, and almost incapable of thorough eradication. This, however, should not make us close our eyes upon them, but we should rather strive the harder and the more intelligently for their overthrow. The first evil of preparatory schools which I would mention is that of their tendency toward a premature use of the generalizing faculties. How often one enters a family of bright children, one of whom is singled out and praised by parents and friends as the child of promise—a kind of oracle. And the great point emphasized is the fact that the child “is never satisfied unless he knows the reason for everything.” Often, indeed, does such a child fulfill fond expectations; but how often, on the other hand, does this brilliant quality, exercised before the mind is ripe, lead to queries and speculations which are the mental ruin of the child. Now, our methods of classical study deal too much—in the case of the school boy—with the philosophy of paradigms, and of phonetic and other changes. We haven’t the good old paradigm to learn, but the boy must make his paradigm by metaphysical rules for which he is as yet nowise ready. He should be one of the last persons, from the nature of my studies to object to generalization, and I do not; but I do protest against teaching a mind the generalizing faculty before it has normally grown to it. What the mind needs to acquire first is a basis of facts—facts of the rudiments of mathematics, geography, history.

the natural sciences, the great events and leading thoughts which may prove both material for later inferences, and which may stimulate the emotions and keep the soul at a high and healthful pitch. For this reason the memory is so tenacious early, as if to indicate that it should be chiefly used at first. And our arid methods of classical study in the schools are to be condemned in that they are arid, and lay little good foundation of the kind which I have outlined. Now I grant that there is a method of constructing text-books and of teaching which involves the highest generalization and the highest philosophy; and those we should have. But the secret—in book and teacher—should not be unveiled to the child; the child should be the unconscious pupil of a hidden but profoundly based and subtle method, which, so used, may be the making of him. A second pernicious feature of our preparatory schools is the growing tendency to trust in special examinations. These derive much prestige from the prevailing impression that they are used with great success in French and German Schools. But we are to notice that French and German instruction—as any who have been under such teachers may readily judge—is by dictation, the pupil spending much of his time in copying into a book what he is expected to reproduce the next day. The pupil, used to this, can manifestly thrive better under the written examination system than can one under the American system, which depends largely on text-books. Another thing which gives the system public favor is the fact that the newspapers are constantly insisting on written examinations and the like, as the true methods of deciding competitions for official position. Now I grant that the method of written examinations secures certain advantages which can hardly be found in any single other system. I also concede that it affords a discipline of nerve, of power of expression, and of expeditious work, which, at some time in an educational course, must be highly valuable. But I do claim that it is in many respects unfair; that the poor scholar, from a certain facility, may pass creditable muster; that the real scholar, for lack of that facility, may suffer undeservedly. I ask anybody who is accustomed to read examination papers, if he does not always read them with eyes enlightened by a knowledge of the author's real attainments, and if he does not always detect discrepancies.

A third pernicious feature of our preparatory school, is a ten-

dency to rely on system and method, and the various paraphernalia of a well regulated institution, to the exclusion of individual and personal effort. Easy, easy indeed is it to ask routine questions, to record the result in a marking book, to clinch the week's work by a weekly examination, and a term's and a year's work in like manner; far easier than to put questions in such fashion as to find whether the scholar has got at the essence of knowledge, or in such fashion as not only to reach the ear of the questioned pupil, but to thrill with subtle and suggestive power the whole class. But the real power lies in oral instruction; in the living and vivifying force of the contact of mind with mind. I would never be a teacher, if that meant only to turn the handle of never so delicate an organ that went by machinery. I would not be a teacher, if all my work was to preside at recitations, put well-rounded questions, and conduct skillfully questioned written examinations.

What I have said has been put in fragmentary form, but it has been the result of reflection, and in this informal manner I present it to you for thoughtful consideration.

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### "REFORM IN ENGLISH ORTHOGRAPHY—HOW IT IS TO BE EFFECTED."

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W. T. HARRIS. •

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I HAVE time to offer only a few remarks, and these, I am persuaded, will not prove very satisfactory, inasmuch as they will not attempt to settle the question in a definite manner. I can venture only to suggest some elements of the question which have weight, and I think *ought* to have weight, in delaying the adoption of reforms proposed in orthography.

First, I will briefly allude to the grounds on which the advocates of Phonetic reform base their claims to be heard.

I. The imperfection of the present alphabet. Of the six letters representing vowel sounds, A has 8 sounds; E, 8; I, 7; O, 12; U, 9; Y, 3; six letters thus representing, collectively, 4

sounds, giving an average of eight apiece. It is further found that 21 consonants have 70 sounds, thus averaging more than three apiece. While there is so much difficulty in determining the pronunciation of a word from its spelling, it is still more difficult to decide the spelling from hearing the spoken word. The sound of E, in *mête*, has no less than 40 equivalents in the language; A, in *mâte*, has 34; A, in *father*, has 2; A, in *fall*, 21; E, in *mêt*, 36; etc. (According to A. J. Ellis's "*Plea for Phonetics*."

Hence it follows that no one can pronounce with certainty a printed word that he sees for the first time, nor spell with assured accuracy a word which he hears for the first time.

In place of this complicity and inconsistency, the Phonetic system substitutes simplicity and consistency.

II. In consequence of the foregoing, it follows that the time required to learn to read, spell and write is unnecessarily prolonged to twice the reasonable period. Each child has to memorize the five thousand words of his speller before he can spell with any degree of accuracy. With the Phonetic system a child, in learning the alphabet, would learn to spell all words correctly which he heard pronounced correctly, and, on the other hand, learn to pronounce correctly any words which he saw in print or in script.

III. The child, in learning a logical and consistent alphabet, would, at the same time, cultivate his logical powers or faculties. To learn the present orthography, he violates continually all principles of analogy and logical consistency, and thus weakens his reasoning powers for the sake of cultivating his memory.

IV. Besides the above named inconsistencies, there is the additional cost of printing; counting extra type, type-setting and extra paper. This amounts to nearly one-fourth of the entire expense. It is readily understood by every one that a reduction of twenty per cent. in all our books, newspapers and periodicals would be a great item.

Were all these difficulties removed, it is believed that illiteracy would be easily eradicated.

From this plausible statement of the grounds in favor of the onetic system, we turn our faces towards the actual usage and demand of it why it has not long ago changed? for it does not seem possible that a rational reply can be framed to justify the



orthography in current use. But granting all that the advocates of reform claim, and refusing validity to the few feeble arguments urged in defence of the present system, still the question remains for us to answer: Why has this long continued effort at reform accomplished nothing, or next to nothing, in the way of modification of the system in vogue?

Facts are always worthy of study. They have always a sufficient reason for their existence, and this sufficient reason can never be ignored with impunity.

The gushing enthusiasm which I remember to have felt in the support of the writing and printing reform twenty years ago, has been somewhat chilled by an experience with the real conditions of the Anglo Saxon social and political world as they exist. I have long since found that a measure may seem desirable in itself when, in reality, by reason of its menacing attitude toward some principle still more essential in society, it must, by all means, be rejected, and the evils which it seeks to remove be endured.

The argument in favor of the present orthography, drawn from etymology, I do not consider a valid one. To preserve our present spelling because our words, by their dress, indicate their history, would be to endure a great inconvenience for no proportionate return. The philologist knows that a phonetic alphabet would reveal more etymologies than it would obscure, and that the present method of spelling is not of advantage to the etymologist.

The grounds for the explanation of the disinclination of the Anglo Saxon people to accept a phonetic reform is found deep down in the social and political principles of their character. A French academy or a Spanish academy may agree upon a conventional orthography and dictate the same to the people, who will adopt it without a murmur. The principle of absolutism in the consciousness of the Roman peoples, makes this perfectly natural and proper.

But this is not possible in England, where the principle of absolutism has been for hundreds of years submitted to the higher principle of constitutional liberty. Anglo Saxon freedom rests upon the preservation of individual peculiarity and upon a mental toleration which respects idiosyncracies to such extent as to quietly allow even the whimsical and absurd to exist wherever it has once come to have a place in the actual world. This is the

true basis of political freedom. Unless the individual and the public stand on the platform of recognition of the rights of self-determination in what appears to be personal conduct, there can be no civil freedom.

Such a principle necessarily leads to great respect for conventionality and precedent. The will and the theoretical intelligence are, in this respect, opposed; the universality or generalization of the intellect being produced by negation of the particular, while that of the will is through affirmation of the particular. Hence, precedent is the fundamental test of a generalization of the will.

In this respect there are some remarkable points of resemblance between the Chinese and the English. The written language of the Chinese is imprisoned within certain time-honored characters that have to be mastered by an effort of the memory far more formidable than that undertaken by the English child. The effect of this alphabet on the Chinese is apparent. Of all races, the Chinese is most prescriptive. The alphabet is such a one as might be expected from a Mongolian civilization, and it is an iron mould which reacts upon the character of the people, forcing them, when young and plastic, into prescriptive habits, compelling each one to rely on his memory and to seek his guiding principle in something external. The Chinese begins to learn to write by memorizing the shape of a complex sign for the first word and another for the second, and so on until he has memorized several thousand before he can graduate as a scribe. He very naturally becomes a copyist in everything he does. The minute prescriptions of Confucius and Mencius hold him firmly in his path.

Thus it is easy to trace something of this kind in the Anglo Saxon character and habits, as well as in his mode of spelling. That he has wrought out and established the legal forms of civil and political freedom is no accidental circumstance in his history; the fact determines his whole social and individual life. As he remarked, the will works in forms prescribed, or according "precedent." What has been found a safe course of action taken as a guide for the future. Respect for idiomatic peculiarities belongs to the same habit of mind. Rome, the ancient maker of the world, moulded her conquered provinces only the imposition of the forms of her will—by her civil laws.



It is not accidental that the prescriptive spirit which makes the Englishman the type of idiosyncrasy to continental Europeans, causes him to preserve an orthography full of original peculiarities, each word bringing its history with it. The charter of freedom of equality before the law, and profound respect for individual rights, extends so far as to tolerate inconsistency and illogical superiority. Broad and generous principles end, strangely enough, in the encouragement of the narrow and absurd.

The discipline of all our youth in memorizing the orthography of English words, is chiefly a discipline in neglecting logical consistency and rational analogy, and in learning to respect the particular existence of whatever has become conventional. The Anglo Saxon is just as scrupulous in respecting conventionality in laws and customs. No other nationality has so profound a respect for peacefully established law and for long existing customs.

This is not intended as an argument—I wish to be distinctly understood—for the cessation of efforts to reform our orthography; it is only an attempt to explain why efforts hitherto have met with so little success, and to point out the direction wherein our labors may prove more effective.

It is not likely that we shall succeed at all by attacking what is conventionally established, directly with the proffer of a better system to reach the same results. The immense labor of acquiring the present system, the immense number of printed books in it, the outlays for the purpose of its continuation, all act as so much dead weight to be lifted before the reform can be achieved. This great mass of inertia is, moreover, rendered firm by the deep national respect for precedent, and for what is conventionally established. But the spectacle of the past hundred years is one of continual change and progress in the line of labor-saving instrumentalities. The power loom, the steam engine and their kindred, have supplanted much that was conventional. Doubtless some new invention will gradually introduce a system of writing and printing that will be useful enough to give it the right of existence for its own sake, side by side with the old system. This will gradually take the place of the other system a together. Who knows but that the new photo-lithographic process will, in time, render the printing, by movable types, obsolete? Of one thing I feel assured, that the art of phonograph

which continually extends its sphere of usefulness, will ultimately be regarded as a part of the education of every child. Then, if some one could invent a system of printing it by movable types, or by some photo-lithographic process, so that it could be published cheaper than the ordinary printed book, it would gradually supersede the present system, with its objectionable orthography, and we should have only one alphabet for script and the printed page.

In conclusion, I must not omit a bare mention of the Phonetic system of learning to read, as invented by Dr. Leigh, although this system does not aim to permanently reform the English orthography, but only to furnish a temporary bridge over its difficulties while the child is learning to read. It is found that with the same care taken in both cases, that a child will acquire the command of the printed page in about one-half the time required to learn by the ordinary alphabet, if the modified alphabet is used. By the word-method the child progresses somewhat like the Chinese child who has a separate and distinct sign for each word. By the Phonetic method, he performs analysis and synthesis from the start, and meets with no anomaly to confuse him. He consequently acquires self-help very early.

St. Louis, December 26, 1874.

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## ILLITERACY AND CRIME. \*

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 J. K. WALTS.  


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**W**E are told that "one of the great facts revealed by statistics is, that in the same moral condition of society the same proportions of crime will be brought out."

The condition of society remaining the same, therefore, the same annual record of crime must result. But we are not to suppose these results cannot be changed. Society has the moral power of self-reform. It has the power to take away temptation; to encourage industry; to reward virtue, and to restrain vice.

The influences of society, in respect to crime, may be either

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read before the State Teachers' Association.

positive or negative; positive when society endeavors to reform the criminal; negative when it refuses to prevent the causes of crime. Want creates temptation. Ignorance is blind and weak, unable to restrain the passions. The ignorant man rushes into crime, as into anything else, in total ignorance of the consequences, or is forced into crime from sheer necessity; but the man with his faculties developed, with his ingenuity quickened, while he may be tempted to commit crime, need never be driven into it.

Whatever else is the cause of crime, statistics, from the most reliable sources, prove beyond doubt that ignorance is one great cause of crime. Ignorance among criminals is the rule; education, the exception.

If it shall appear that the ratio of illiterate criminals to the whole number of illiterates is greatly in excess of the illiterates to the whole population, the proposition will be established. We will be forced to conclude that ignorance is a fruitful cause of crime. Simply as a means of defense, all civilized nations are convinced of the necessity of education.

It may not be generally known even among this intelligent body of men and women, that more than one-seventh of the entire population of the United States, as shown by the census of 1870, 5,658,144 men, women and children, over ten years of age, cannot write their own names. Of this dark record Indiana furnishes the disgraceful number of 127,124; a little more than one in fourteen. 39,513 men-voters, and 60,038 women would-be voters, unable to write their own names, a hundred thousand marks-men (and marks-women) in the State of Indiana! And this a free State, with a system of free schools! What might we not expect without the free schools?

Nevertheless, with this black record before us, the evils of ignorance are so greatly dissipated by our systems of general education, that we know not what popular ignorance is in this country as compared with countries less favored. Those among us who are unable to read, insensibly imbibe ideas and moral influences from the more cultivated society about them: "The more illiterate among us," says Mr. Mayhew, "have derived many and inestimable advantages from our systems of public instruction in many States in the Union, and the vital and pervading influence of the schools upon the public mind, reaching as th

do, and improving even those that remain ignorant of letters, do not allow us to see the full extent of our obligations to them."

In the report of the commissioner for 1872, Dr. E. D. Mansfield discusses the relation between crime and education quite fully.

Having given the aggregate in regard to education from "partial returns from seventeen States, all but three from the middle and western States," showing that of 110,538 prisoners, 5931 could read only, and 21,650 were totally ignorant; and having made a general remark on the value of statistics, in which he claimed that all advances in statesmanship "are due wholly (in connection with the more enlightened teachings of christianity) to the advance of the science of statistics," he says: "In regard to the above aggregate facts, it may be observed —

"1. That the whole number of those who can 'read only,' is described in the reports as in fact 'very ignorant.' To have learned to spell out words and read a little, gives no real knowledge.

"2. That prison reports almost uniformly speak of the great number of those who 'can read and write' as very deficient in education. The general conclusion is that the great mass of prisoners is very ignorant."

Again he says: "The general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime. Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits."

To carry our investigation more into detail, and to avail ourselves still further of the labors of the distinguished gentleman above quoted, we give the following proportions from different sections of our country:

The proportions for the Middle States are:

minals totally ignorant.....	19 per cent.
minals totally and very ignorant.....	33 "
very deficient, at least.....	60 "

From thirty penitentiaries, workhouses and jails of the Cen-

tral Northwest, including the States of Ohio, Indiana, Illinois, Michigan and Wisconsin, the proportions are:

Criminals totally ignorant.....	40	per cent.
Criminals totally and very ignorant.....	46	"
The very deficient, at least.....	75	"

From States west of the Mississippi to the Pacific, including reports of the State prisons of Minnesota, Iowa, Kansas and California. The proportions are:

Criminals totally ignorant.....	21	per cent.
Criminals totally and very ignorant.....	31	"
The very deficient, at least.....	50	"

In 2,400 prisoners as reported from Southern States:

Criminals totally ignorant.....	60	per cent.
Very deficient, fully.....	85	"

Dr. Mansfield sums up as follows:

"Those called 'very deficient,' are put down in low estimate, made from universal testimony of prison keepers.

*Totally Ignorant—Very deficient.*

In New York and Pennsylvania.....	33	per cent to 60 per cent.
Central Northwest.....	46	per cent to 75 per cent.
West and Pacific.....	31	per cent to 50 per cent.
The South.....	60	per cent to 85 per cent.

"The returns from the 'West and Pacific' are deficient, and, therefore, not a fair test. This, and the fact that the great body of miners are really intelligent men, make the reasons why that section seems to have less ignorance among criminals."

These facts prove beyond successful controversion, that of all criminals in this country a large majority are illiterate or very deficient in education; that among criminals, ignorance is the rule.

From the facts already given, in connection with the census of 1870, it is found that in the Middle States an illiterate person commits eight times as many crimes as one who can read and write commits. In the Central Northwest, an illiterate person commits thirteen times the number of crimes, and in the West and Pacific ten times as many as one with an ordinary education.

In the six New England States, where only seven per cent. the population, over ten years of age, can neither read nor write

eighty per cent. of the crime is committed by this small minority of illiterates; i. e., a person in those States, without education, commits fifty-three times as many crimes as one with education, and in the whole United States the illiterate person commits at least ten times as many crimes as the one with education commits.

What is true in this respect in America, obtains, in a large ratio, in nearly all of the countries in Europe.

In France, of the whole number of persons under arrest for crime from 1867 to 1869, 95 per cent. were unable to read. Of the average number of convicts from 1866 to 1868, over 87 per cent. were unable to read. During the same two years, the average number of juvenile prisoners was 8,139, of whom 6,607, or more than 81 per cent. could not read.

It is estimated that in 1870, more than one-half of the French people were not educated at all. The population of France at that time, in round numbers, was 36,000,000. Assuming that just half of the French people were at that time in total ignorance, which is deemed a low estimate, and we have the following startling facts:

In 18,000,000 of French inhabitants unable to read or write, there was one arrest in every 41; while in the 18,000,000 able to read, there was but one arrest in 9,291. Hence, in France, the ratio of criminals in the uneducated classes is 226 times as great as that of the educated.

Thirty-four per cent. of those committed to prison in England cannot read.

In Ireland, 21 per cent. of male, and 63 per cent. of female, criminals are wholly illiterate.

Forty-nine per cent. of the criminals in Belgium are unable to read.

In Switzerland, the average of criminals, through all prisons, unable to read is given at 83 per cent.

If we turn to Spain, a nation that supported but a single newspaper until after the lapse of one-third of the present century, we find facts still more startling. It is estimated that in Spain, in 1803, not more than one child in thirty-five ever went to school, and these from the middle and upper classes.

In 1826, the population of Spain was about equal to that of England and Wales. In England and Wales, during that year, sixteen persons were convicted of murder, and fourteen of

wounding with intent to kill. This seemed a sufficiently bloody record. But what of Spain's record for the same year? Twelve hundred and thirty-three convictions for murder, and seventeen hundred and seventy-three convictions for wounding with intent to kill! Also, sixteen hundred and twenty convictions of robbery under aggravated circumstances! A hundred fold of murder as the consequence of ignorance.

In what has been said, it is believed that rather an under than an over estimate has been given. These facts show clearly that ignorance exerts a most powerful influence in producing crime, and that education is a force restraining vice and crime.

It may be objected that crime is the consequence of intemperance. That intemperance is a giant evil in the land—an evil which society ought to annihilate—is admitted. But who are the intemperate? Who among the intemperate are criminals? True, persons with education have appetites, and a shameful number of them help to prepare the crime which the more degraded commit, by their support of the dram shop. But the great mass of intemperate criminals, and we must acknowledge that a large majority of criminals are intemperate, must be numbered with the illiterates. Were all the people educated, intemperance, as well as crime, would be greatly diminished.

Ignorance is also the chief cause of pauperism. Add to the fact that an illiterate person commits ten times as many crimes as one with education; that he also furnishes, on an average, *thirty times* as many paupers, and the duty of government to enforce general education is clear.

An educated person is of more value to himself, to society and to his country than an illiterate one. An examination made by the Bureau of Education, some four years ago, developed the fact that such an education as is furnished by our common schools adds, on an average, fifty per cent. to the producing capacity of each individual.

Education "decreases crime, reduces taxes, improves labor, increases the value of property and elevates the whole community." One of the first and decisive questions asked in seeking a permanent location for one's family is: What are the means provided for education? A village, town, or State, with good free schools is the resort of families; without them it is the home of criminals," paupers and drunkards.

Without entering into a discussion of the cost of crime and pauperism, or the danger of the ballot in the hands of an ignorant and corrupt populace, it is sufficient to remark that it "costs less to *prevent* crime, pauperism and civil commotion, by educating the whole people, than it does to *punish* criminals, *support* paupers, and *maintain armies* to repress an ignorant and vicious population."

We have said that society has the power of self-reform. Shall it then exercise that power? or shall it refuse so to do?

Let the sunlight of education pour in and drive the bats and vampires of society out of the dark alleys. Give us schools throughout the nation—the world, if possible—*free to all*; the rich and the poor; the high and the lowly; the white and the black; schools the best it is possible to make; schools so attractive, so humanizing, so refining in their influences, that the little ruffian coming up from his dark cellar, or down from his dreary garret, will be so charmed, so magnetized with his delightful surroundings, and drawn up out of himself into a purer moral atmosphere, with a love for school and school duties, that he may enrich the nation with a strong and noble manhood, in whose hand the ballot is the bulwark of liberty.

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### THE NOUN AND THE VERB.

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THE noun, or *name*, is the foundation of all language. Every verb is a noun,—is simply the name of a thing with the added thought of *doing*, *making*, or *having* the thing, and with the verb-function of predicating that thought; that is, of asserting the *doing*. Thus *love* is a noun, the mere name of a mental act or emotion. But when I say *I love my friends*, then "love," without any change in its noun-meaning, adds to this the verb-function of *doing* that *love*, as also, in this case, the connective power of the preposition, *to*. This prepositional power is, however, a mere accident. It is an occasional and not a universal addition to the noun-meaning of the root-word. Whenever it occurs, then, the noun-root becomes an active verb and governs (is followed by) an objective case. In other words, it is followed by a limiting noun in the objective case, without a preposition to connect the two together. The verb itself makes this connection;



and that connective power found in some verbs and not found in others, is all the *activity* or *transitiveness* that can be found in active verbs—or in active-transitive verbs, if we foolishly choose thus uselessly to double the name. And whenever the noun-root fails to assume this prepositional function or connective power along with the verb-function or *do*-power, then it becomes a neuter or non-governing verb. And that is the only distinction between *active* and *neuter* verbs. An active verb is simply a neuter verb with a connective power added. Neuter verbs often assume this connective power and thus become active; as, *He mourned her sad fate*. And active verbs often lose it and become neuter, as, *He approved [of] my conduct*.

It is not, however, accidental and occasional that *do*, or the verb-power, is added to the noun-root. This is essential and universal. Every verb is simply a noun with this addition to it. And then to inflect or conjugate this noun-verb is simply to inflect *do* with the noun-part placed before it; thus, *I love-do*, *Thou love-doe*st, *He love-does*, etc., contracted ultimately to *I love*, *Thou lovest*, *He loves*. So in the past tense, *I love-did* (loved), *Thou love-didst* (lovedst), *He love-did* (loved), etc., etc.

Thus every verb of our language, except the verb *to be*, is simply a noun, the name of some thing, physical, spiritual or imaginary, added to and coalescing with the generic verb *do*. And as the noun *thing* (identical with *think*), is the most generic noun of the language, and may be synonymous with any object of thought, from Deity down to blank nothingness, just so the verb *do* may be put in apposition with any other verb of the language except the substantive verb *be*. And thus it means to *make*, to *exercise*, to *feel*, and to *hear*, as well as to *act* or *do*. *I love my mother*, is simply a shortened expression for *I do*, *I feel*, *I exercise*, or *I have*, *love to my mother*. But I may predicate the act of loving and name the doer without giving any objective limitation to the act. Thus, *John loves and loves hard*. This simply says that John is a lover without giving any specific direction to his love. Most active verbs are sometimes used in this general way; and then they become neuter (non-governing) verbs. That is, they are then used intransitively, most grammarians express it. *Receive* and *remember* are thus used, and even *strike*.

These two sentences, *Alexander attained great power*, and *Al*

*under attained to great power*, are logically identical. But the verb in the first is active, and in the second neuter. In the first the verb is limited directly and immediately by "great power." In the second the preposition, "*to*,"—which, like all prepositions, is both a connecting and governing particle—is used to bring together the two terms, "attained" and "great power." And, as it governs the noun which it connects, "attained" is, of course, intransitive; that is, neuter.

MONROE.

## TO TEACH THE USE OF WORDS.

W. WATKINS.

WHEN we parse a word we explain its nature and use, but we do so in a highly artificial and technical manner. The knowledge is important, but the method of showing it is less so. The technical words used too often divert the learner's attention from the fact they are intended to explain.

As means of drawing the pupil's attention to the use of words we have used the following plan:

First, we write upon the board a simple sentence, such as: *large trees overhang the bank of the river*. We then question the pupils as to the use of each word. The answers are in the main intelligent. We modify the answers till their form corresponds with the phraseology of the text-book. We then give a written lesson. Say this:

"Hope and fear are the bane of human life." The pupils describe the use of each word thus:

*Hope* is a part of the subject. *And* connects *hope* and *fear*, the two parts of the subject. *Fear* is a part of the subject. *Are* asserts the class *bane* of the subject, *hope* and *fear*. *Bane* is the predicate. It denotes the class to which *hope* and *fear* are said to belong. *Of* is used to connect *bane* and *life*. *Human* modifies *life*, it shows what kind of life is meant. *Life*, with the word *of* shows what kind of *bane*.

In this exercise the class is *tested*. By this means we teach:

1. The analysis of the thought. 2. The use of words. 3. We prepare for the study of technical grammar. Is not this the purpose of the question?

## PRIMARY GEOGRAPHY.

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LOTTIE LATHAM.

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**A**T WHAT age should the study of geography be commenced? Oral geography ought to be commenced as soon as the child is able to read, for then its mind is strong enough to receive impressions.

The impressions which the mind receives at this stage of the child's progress, seem to be more permanent than those made in subsequent years. To evidence this one need only refer to his own early training. This oral teaching should not extend beyond home or local geography, unless it should be in class drill, which I have found to be very interesting and beneficial, even to larger pupils.

If teaching the natural divisions of land or water, I would take the little ones to a river, or some stream of water, or even to the school yard after a rain, and explain to them the different bodies of water and land, such as gulf, bay, cape, island, peninsula, etc. These things should be presented separately and reviewed repeatedly, till each member of the class comprehended them thoroughly. Another plan is to pour a cup of water upon the floor; this will represent all the different bodies of land and water, both great and small.

Primary geography should be taught principally from outline maps instead of books, which, however, may be used to good advantage after the pupils have made some advancement. They should all be of the same kind. If the school is not furnished with outline maps or maps of any kind, the teacher should draw such maps on the board as he needs, which, if well executed, will be a good inducement to his pupils to draw.

The student should study the map thoroughly before he attempts to draw it. The shape of the earth may be easily illustrated by a globe, an orange, or an apple. Placing a map of the hemispheres over a globe is a good way to make children understand the shape of the earth and the positions that the different countries occupy. Primary pupils should be reviewed once a week, and oftener, if teacher has time.

## SPELLING.

ELLA HARGRAVE.

THE hand of the watch has crept around to almost four, and the school-day is about to pass into history. There is a diligent conning of McGuffey's rhythmic exercises. The day's work is finished with the exception of the spelling recitation. If he desires quiet, the teacher will begin in measured tones, to call the members of the class to the chalk line, by number. A properly drilled pupil will step noiselessly to his place, fold his arms and wait, in dignified silence, until his word is "put out" to him. We will suppose that a word is mis-spelled by No. 1, and No. 2 fails to come to the rescue, while No. 3 fares no better, and so on, down to the foot of the long class. No. the last has the failures of his predecessors by which to profit, and, though he may be uncertain as to how the word should be spelled, he can be certain how it is *not* spelled, so he tries a new combination of elementary sounds and silent letters, and is most cordially invited to the head of the class by the enthusiastic teacher, while his class-mates look upon him with mingled emotions of awe and envy. Perhaps our hero attempts to write a letter or an exercise the next day, and, in all probability, he spells "sure" with an h, and the pronoun "their" like the adverb "there;" the adverb "too" like the preposition or the numeral having the same sound.

Why this disparity between Theory and Practice? Why is it that one who can confidently thread the mazes of "erysipelas" and "daguerreotype," and can chant "in-com-pre-hen-si-bil-i-ty" after the most approved style, should be at a loss to know how to spell the pronoun "thee," and should confound the verb "hear" with the adverb "here," or if called upon to write anything about his five senses, should spell the word "senses," like its second cousin, in sound, whose meaning is an "enumeration of inhabitants."

Some may think these very much overdrawn, but they are taken from the work of pupils who, in spelling-school, are second none, not even to "*Jeems Phillips*" himself.

All admit that the object of school education is to prepare for actual, every day duties of life; yet, do we always so impart instruction that it is of practical benefit?

If pupils were, in after life, to be marshalled into a class, and have two trials at a word, and that word should be arranged in company with others of similar sound and accent, then the method, which is still adopted in many of our common schools, would be appropriate; but we know that such is not the case.

If original compositions or letters should be required of pupils they would, in this way, become familiar with the correct spelling of words whose meaning they can understand, which is far better than running over page after page of words which to them are but senseless ja.gon. Then, as to the regular spelling exercise, if conducted on the following plan, it will prove to be a great improvement on the Oral method: After the reading lesson has been carefully read, and the teacher knows that the pupils understand the meaning of the words of the lesson, ten, fifteen, or twenty words should be selected and pronounced distinctly by the teacher, each pupil writing the word on paper or slate.

After they have spelled through the required number, each pupil should exchange with his neighbor, and the teacher should spell the words correctly, the pupil crossing every incorrect word, and report the result of the work he has criticised when the class roll is called.

In this way each one spells, or attempts to spell, every word, so that the teacher may know just how thoroughly he has mastered his lesson, and there is small opportunity for inattention or mischief. At first the pupils will complain that this is too difficult, as they will fail to spell words that would give them no trouble if spelled orally. Then they say they so often omit letters and become confused, when writing. This accounts for the incorrect spelling of many sensible people who have never been taught to reduce their theory to practice.

Another, not unimportant consideration, is the practice in writing. Very many who can write quite neatly, after a copy, can scarcely write legibly without one, and this exercise is of great benefit in this particular. But, suggests the over-worked, hurried teachers, who have poorly classified schools, "Does this not require more time than we can afford to devote to *spelling*?" Surely there should be such an arrangement of classes that ample time should be given to this most important branch.

If the rising generation does not spell better than its predecessors, the blame will be justly laid upon the teacher. In spellin as in all else,

"Who learns and learns, but acts not what he knows,  
Is one who plows and plows, but never sows."

## OFFICIAL DEPARTMENT.

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### VALEDICTORY.

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I took charge of the office of Public Instruction August 20, 1874, by appointment of the Governor, and on the 15th of this month my time expires. This will make my term of service about six months.

A portion of that time was devoted to the work of preparing a large report to the General Assembly. The school legislation of that body has claimed my attention almost day and night since January 1. If in this brief period, I have done anything to advance the system of Public Instruction, I am repaid for this labor. The death of my father cast a gloom over the administration of the office, that made the place a sad one for me to fill.

In retiring, I must be permitted to beg the charity of the public for any errors committed or omissions made. My thanks are due to all who have rendered me either consolation or assistance.

ALEX. C. HOPKINS,  
Superintendent Public Instruction.

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The following questions, with the rulings of the office concerning them, are here inserted without argument or comment, for the benefit of new trustees:

1. Can a teacher legally draw public money for teaching done without a license?

*Ans.* He cannot. See sec. 28, p. 25, New School Law.

2. Is a trustee personally responsible for the wages of a teacher employed without license?

*Ans.* He is responsible. As trustee he has no right to employ such a person.

3. Are the trustee's sureties liable for the same?

*Ans.* They are not. They are sureties against any misuse of the public money, and may be held liable to make good to the township any money the trustee pays to a teacher without license.

4. Is a trustee bound by the contracts of his predecessor?

*Ans.* He is, so far as such contracts are legal.

5. Does the school revenue received from the State next June have to be expended this school year?

*Ans.* The school year for the expenditure of the school revenue begins on the first of July of each year, and since the Supreme Court has decided that the school revenue which is apportioned by the State cannot be expended in anticipation, the revenue received in June from the State and by it apportioned, will have to be carried into the next school year and expended after July 1. Revenues received in January or February must be expended before July of the same year.

6. Should a trustee divide the school revenue of his township equally between the districts?

*Ans.* He should not make a division of the revenues to the districts at all, to be by them expended. The schools should be equal, not in the amount of money expended upon them, but in the number of the days taught. Sec. 11, p. 15, New School Law.

7. Are trustees expected to ascertain the number of children between 10 and 21 years of age who cannot read during the taking of the enumeration this spring?

*Ans.* In accordance with an order issued in the Department of Public Instruction, the blanks will be prepared for that purpose and trustees will be expected to take the illiteracy mentioned in the question at the same time the enumeration is taken.

8. How can I obtain a copy of your last report to the Legislature?

*Ans.* Ten thousand copies were printed in accordance with the law, and the proportionate share of each county has been sent to your county auditor, who will doubtless give you a copy. If you cannot get one from him, send 15 cents postage to this office and you will receive a copy. If you desire a copy of the latest revision of the school laws, send three cents to prepay the postage.

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INDIANAPOLIS, IND., Feb. 6, 1875.

*To School Officers and Teachers:*

The demand for well qualified teachers is increasing daily in this State and teaching is more generally recognized as a profession. The State Board of Education is offering strong inducements to teachers to be examined for state certificates, and it is most certainly the duty of every well qualified teacher to accept the opportunities offered and secure from that Board the highest evidence of teaching qualifications now offered in the State.

The Board, during the present year, will hold examinations at For Wayne, Indianapolis, Richmond, Lafayette, North Vernon and Vincennes—points accessible to all parts of the State, and as these examina-

tions are to be held in July, no excuse can be offered by the teachers. The schools will be closed, teachers will be free from labor and they will be fresh in the branches on which they are to be examined.

Any teacher who can, under ordinary circumstances, secure a two years' certificate from a County Superintendent, should make application for either the first or second grade of State Certificate, and any teacher of the high school branches, any superintendent of city or town schools or any County Superintendent who does not possess a State Certificate, should not suffer himself to be longer without one.

In the selection of teachers and superintendents for our advanced schools, trustees should discriminate in favor of the person holding a State Certificate.

When township trustees meet next June to elect a County Superintendent, they should discriminate in favor of the well qualified teacher holding a State Certificate, as an evidence of his superior ability.

It was formerly the custom of the Board to require all teachers to come to the capital for such an examination, but that was found to be very expensive; for this reason the Board changed its policy and now proposes to go to the teachers. The following circular will give all the information needed on this subject, and I earnestly hope that a large class of teachers will be examined next July. Make preparations now.

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### STATE TEACHER'S LICENSE.

Examinations for State Certificates will be held by the members of the State Board of Education, at the following places:

Fort Wayne, conducted by J. H. Smart; Lafayette, by W. A. Jones; Richmond, by George P. Brown; Indianapolis, by Alex. C. Hopkins; North Vernon, by Dr. Cyrus Nutt; Vincennes, by Alex. M. Gow.

The examinations will begin at each of these places on Tuesday morning, the 6th of July, 1875, at 10 o'clock.

At the close of the examinations the Board will meet at the office of the Superintendent of Public Instruction in Indianapolis, to examine the papers of the candidates. Immediately thereafter each candidate will be informed of the result of his examination. There will be First and Second Grade Certificates, and the statement of qualification of each is as follows:

*Second Grade.*—1. Satisfactory evidence of good moral character, certified by Boards of Trustees who have employed the candidate, or by other reliable persons known to the Board.

2. Superior professional ability, ascertained in the manner above indicated, and also certified by teachers of eminent ability known to the Board.

3. A comprehensive knowledge of the theory and Practice of teaching; twenty-seven months of practical experience in the school room.



## 4. Scholarship—

1. A thorough knowledge of the branches enumerated in the 147th section of the school law.
2. The Constitution of the United States.
3. The Elements of Natural Philosophy.
4. The Art of Composition.
5. Morals.
6. Elements of Algebra.

Those who pass a satisfactory examination in the above named subjects, and who furnish the testimonials referred to, will receive a second grade certificate.

*First Grade.*—Those candidates who, in addition to the requirements for a second grade certificate, shall pass a satisfactory examination in the following branches, will be entitled to a first grade certificate:

1. Geometry (three books). Robinson's.
2. Elements of Botany.
3. Outlines of General History.
4. Elements of Rhetoric.
5. Elements of Zoology.

*Certificates for teaching Latin and German.*—Candidates for State Certificates may be examined in regard to their knowledge of the Latin and German Languages. In case the examination in either or both of these branches shall be successful, the candidate shall receive a separate certificate of his ability to teach these languages: *Provided*, he shall first be found entitled to hold the regular State certificate.

Any candidate failing to secure the first grade may receive a second grade certificate, on application, provided he obtain seventy-five per cent. of correct answers in the questions for the second grade.

Teachers must notify the member of the Board by whom they expect to be examined, on or before the 20th of June, stating the place at which they will appear and the grade for which they will apply.

As required by law, each applicant shall, previous to examination, pay to the Examiner five dollars, which can in no case be refunded.

Teachers who have received second grade certificates may be examined in the additional studies required for the first grade, and, if successful, shall receive a first grade certificate.

ALEX. C. HOPKINS, Pres. State Board.

ALEX. M. GOW, Secretary.

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NOTE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

*To County Superintendents:*

GENTLEMEN:—You are requested to notify your teachers of these examinations, and to urge upon them the importance of securing State Certificates. You are also requested to have this announcement published in your county papers free of cost to the State.

## EDITORIAL.

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**HAVE** you paid the postage on your JOURNAL?

If you do not get your Journal by the 15th of the month, write **us** once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, for postage. If sent with the subscription it will save trouble and expense.

We have run out of November Journals and shall be much obliged to any one who will return us a copy. If those favoring us will give their name and *address*, we will extend the time of their subscription a month. Some of those who sent us the June number did not give their address, so we could not give them credit.

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## • OFFICIAL.

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This month the "Official" contains a variety of interesting matter.

### THE SUPERINTENDENT'S VALEDICTORY.

1. The State Superintendent retires with a neat little valedictory. Mr. Hopkins has been in office only about six months, and has been compelled to give most of that time to the preparation of a Report to the Legislature and to overseeing school legislation. That he has done all he could nobody doubts, and that he has done his work with credit to himself and to the office, all will cheerfully agree. He doubtless will have the best wishes of the teachers of the State for his success in whatever calling he may follow in the future. He certainly has the best wishes of the Journal.

### STATE CERTIFICATES.

2. The arrangements for examinations for State Certificates will, we trust, be of special interest to many readers of the Journal. We hope at some teachers in every county will be ambitious to hold a State certificate. Such a certificate will not only exempt the holder from the trouble and annoyance of the frequent examinations of the county super-

intendent, but it will give him a standing that will commend him to the best places and best prices. If a person wishes to apply for a good position in a community in which he is not known, whether in or out of this State, a State certificate will be worth more to him than a hatful of such "recommendations" as are usually exhibited on such occasions.

County superintendents, especially, should set the example in this regard. They are placed at the head of the teachers of the county, and it is certainly proper that they should demonstrate their fitness for the office they hold by securing a State certificate. A person who is to examine and license all the teachers of a county, certainly should himself be able to hold at least a second grade State certificate. The time to elapse between now and the time of holding the examinations is ample for review and study. Let teachers and superintendents at once begin this preparation.

#### TEACHERS NOT HOLDING CERTIFICATES.

3. The questions answered by the State Superintendent in regard to the employment of teachers not holding certificates, will be of interest not only to teachers but to trustees. The *law* is very clear on this point and the *intent* is entirely right, and yet, in some instances, it causes trouble. For example: The law provides for one examination of teachers per month, and forbids private examinations. It also forbids trustees paying public money to teachers not holding a license. It sometimes happens that a teacher, on account of sickness or other unforeseen cause, is compelled to give up his school suddenly, it may be early in the month. Now, the school authorities may have an excellent teacher that they can put into the place at once, but unless this teacher holds a certificate from the superintendent of that county he cannot *legally* draw pay for the time between this and the last of the month, when he can be examined. Under such circumstances, rather than take a poor teacher or dismiss the school, we have generally insisted that trustees were justified in violating the *letter* of the law; the *spirit* is not violated.

The Superintendent answers several other questions important to trustees.

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#### SYLLABICATION.

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1. Should pupils be required to pronounce each syllable when spelling orally?
2. Should pupils be required to separate the syllables of words when writing?

The above questions are frequently asked and are certainly practical ones. In regard to the first we answer, *yes*. In teaching spelling, it is desirable to teach, at the same time, distinct enunciation and correct pronunciation, and these things cannot well be secured without the pro-

nunciation of syllables. While we deem it highly desirable that each syllable should be pronounced distinctly, and pronounced, when spoken separately, just as it is pronounced when spoken in connection with the other syllables to form the whole word, we do not believe it desirable (except for primary pupils) that the preceding syllables should be pronounced after the spelling of each syllable. Let each syllable be given distinctly, without any repetition, and then the entire word in conclusion. This saves time and yet reaches all desirable results, so far as we are able to see.

In regard to the second question we answer, *no*. It may possibly be allowable to teach very young children to separate the syllables of their words in writing, but the practice should certainly cease by the time the pupil is ready to leave the Second Reader. When allowed to continue into the higher grades pupils frequently leave school with the habit fixed and so separate the syllables of their words in their ordinary writing. Inasmuch as the syllables in written words should never be separated in ordinary writing, pupils should not be allowed to separate them while in school, where they are preparing for practical life.

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### HOW TO TEACH WRITING.

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The following is the method pursued by the writer when he taught writing, and he gives it as the best method he ever tried:

Have a time set apart for writing, and give your entire time to it. Never have more than two grades of copy-books in school at the same time. (This for ungraded schools; graded schools need but one grade.) Nothing higher than No. 4 is ever needed in the common schools. Require all in the same grade to work at the same thing at the same time. It takes no more time to explain to a class than it does to a single individual. Use the black-board freely in pointing out common mistakes and illustrating principles. If there are two classes writing at the same time, arrange it so that one class shall be writing while you are giving instruction to the other. Require each pupil to have a "practice book," in which he can make his first attempts, and in which he can write when he has completed the assigned work before the rest of the class. *Drill upon but one thing at a time.* Take first, for example, the amount of ink used. Most children bear on too hard—make their strokes too heavy. Insist on light lines. After one column is written, urge the pupils to make the next column still lighter—then the next lighter still, and so on. When the page is finished, then mark it with reference to this one thing. If it is clear from blots and as light as it should be, mark it perfect, or 10, if that is your scale; if it is only half as well done as it could be, mark it 5, and so on. Perhaps it may be necessary to write a second or even a third page, working all the time with reference to this

one thing. Mark each page when completed. After this thorough drill little has to be said on this point, so you are ready to leave it and take up another. Take up "slant," "spacing," etc., in turn, and devote one or more pages to each, giving little or no attention to anything else for the time being, marking each page as before. In this way *twice* as much can be taught in a given time as by attempting to teach everything at once, as is the more common method.

We ask for the above method a trial.

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### SCHOOL LEGISLATION.

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At this writing, February 23, no legislation has taken place which will materially affect the educational interests of the State. The educational committees of the two Houses agreed upon a bill which relieved the county superintendency law of several of its objectionable features, but retained its fundamental parts in tact. This bill was introduced into the House and amended to death. The bill as amended and finally voted upon gave the Superintendent \$3 per day instead of \$4, limited his number of office days to twenty per annum, gave him no time whatever for visiting schools, allowed him to hold county and township institutes, and instead of paying him by the day for examining teachers, gave him one dollar for each examination, to be paid by the teacher. This would make the average compensation in each county about \$110, exclusive of the examination fees. Should this bill become a law the effect would be to drive all competent men from the office and fill their places with one-horse lawyers or doctors, or other persons that might be able to spare odd hours and days from their other business, who would take the office simply for the sake of the few dollars they could make out of it. Yet this bill, in this emasculated form, failed to pass by only *one* vote. It received a majority of all the votes cast, but not a constitutional majority, 51 votes being necessary to pass any bill. That teachers may know how their Representatives voted on this important question we give the vote, which stood as follows:

Yeas—Messrs. Arnold, Barney, Bellows, Bence, Brown of Rush, Collins, Dale, Davidson, Davis, Edwards, Evans, Fulk, Gossman, Harris of Madison, Haynes, Heighway, Heller, Henderson, Hopkins, Horn, Jackson, Johnson of Dearborn, Keightly, Kennedy of Marion, Law, Marvin of Boone, Marvin of Fountain, Meginity, Miller of Parke, Montgomery, McCord, McFadden, McMichael, Nash, Osborn, Patterson, Payeatt, Ramsey, Redick, Reno, Romine, Roseberry, Shaw, Snyder, Taylor of Daviess, Thompson of Henry, Thompson of Marion, Waterman, Willett and Williams of Brown—50.

Nays—Messrs. Anderson, Brown of Jasper, Cantley, Clark, Crumacker, Darnall, Emerson, Favorite, Forkner, Gilbert, Glasgow, Harris

of Wayne, Havens, Johnson of Carroll, Kennedy of Montgomery, Kennedy of Morgan, Lanham, Leeper, Lincoln, Martin of Franklin, Martin of Wells, Miller of Vanderburg, Morgan, Pfaffin, Ratliff, Ragan, Beeder, Ribble, Shaffer, Shortridge, Shugart, Smith, Taylor of Tipton, Thomas, Trusler, Twibill, Walz, Washburn, Williams of Lawrence, Woody, Wynn and the Speaker—42.

Had not Burson, of Pulaski county, been suddenly called home prior to the vote, the bill would have passed the House. This bill may possibly be called up and passed yet, but it is almost certain that it cannot pass the Senate in its present form. The indications now are that no further legislation on this subject can be secured, as the close of the legislative session is near at hand. Let us hope this may be the case.

A law has already been enacted providing for the reappraisement of the property of the State. The supposition is that this reappraisement will reduce the estimate for taxation in the State at least one and a half million dollars. This, of course, will cut down the amount of school revenue derived from general taxation.

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### PURDUE UNIVERSITY.

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Purdue University, situated near Lafayette, is, as most of our readers know, our new Agricultural College. In connection with the Educational Committee of the Legislature we had the pleasure, a few days ago, of spending a short time in this institution. As we saw no instruction given we cannot speak of this from personal observation, but knowing most of the members of the Faculty as we do, we can vouch for its high character. It is proposed to make this strictly a scientific, agricultural and mechanical school, and persons wishing instruction in these particular lines can doubtless do better here than at any other place in the State.

The buildings are put up in good style and are well furnished. A new building is yet needed to furnish some kinds of accommodations not now provided: e. g. some larger recitation rooms are much needed. Having only 40 or 50 students, they have as yet all the room that is needed; but it does not happen to be in the right shape. The Military Hall and Ten Pin alleys, nearly completed, at a cost of between six and seven thousand dollars, was not a *necessity* at present, and ought not to have been built. The dormitory building was certainly not built with reference to economizing either space or time. The plan is, one large sitting or study room, with two bedrooms connected. At present, while the number of students is small, only two boys occupy each of these suits of rooms; but when the institution fills up, as it undoubtedly will at no distant day, then *four* boys are expected to occupy each suit. The space is sufficient for this, and it may be very good economy of space, but we feel



sure it will prove very poor economy of the boys' time. It will be difficult to place four boys in the same quarters whose tastes will agree and whose notions in regard to study will harmonize. One lazy or mischievous boy may—yes, is sure to disturb very much industrious boys who are inclined to study. These criticisms in regard to the buildings are, of course, on the building committee and not on the Faculty. The institution needs a library and more apparatus, but if it has to wait a few years for a part of these things, until a school has been first made, it will only do what the State Normal School has done and is still doing, what the State University has done, and what public institutions generally have to do.

### HE NEEDS BRAINS AND EDUCATION.

George Burson, of Pulaski county, is the name of the Representative who charged, on the floor of the House, that all these "Educationalists," who are in favor of county superintendency, are acting from low and sordid motives. He charged that a superintendent, by visiting schools, could "do no good whatever," and that the whole aim is to get money out of the public treasury. After thus defaming the character of our late lamented superintendent, and of ninety-nine hundredths of all the teachers of this State, he charged *repeatedly* that for every four dollars the people pay for tuition purposes they are compelled, by the present law, to pay one dollar to these superintendents to see that the four dollars are properly applied. That is, *one-fifth* of all the money paid for teaching purposes is paid to county superintendents. To show how very badly Mr. Burson's arithmetic is at fault, we give the figures taken from the Superintendent's report, page 28:

Total tuition revenue for 1874	\$2,675,323 30
Total amount paid to county superintendents	78,368 00

Although this shows the full amount paid superintendents, and not the amount above what was paid examiners, it will be seen that instead of being one-fifth the tuition money it is not one *thirty-fifth*.

This speech was only a little ahead, in point of wild statements, of that of Kennedy of Marion, and several others, and we make this notice of it to show how much county superintendents and teachers have to do in the way of educating future legislators. We are consoled with the thought, however, that the Indiana legislature does not contain all the wise fools. Ohio cannot get a superintendency law, though Ohio educators have been working for it for years. The Michigan legislature only last week, as we learn, abolished county superintendency altogether; and a few days ago a man in the Illinois legislature introduced a bill providing that the only branches taught in the common schools shall be "autography" (as it is spelled in the bill), reading in English, writing, history, arithmetic, English grammar and geography. No juvenile, in

pursuit of knowledge, shall be permitted to pursue other studies, except with the consent of the Directors, and then upon payment therefor by his parent or guardian at such rate as the Directors shall determine. The bill, which is also aimed against extravagance in the way of school houses, provides that no school house shall be built by any School Board at a cost exceeding \$2,000. It abolishes the office of county superintendent of schools, and vests the powers and duties in the School Boards.

We wish nothing we have said to detract in the least from the character of many of our legislators, who are excellent men and are working for the greatest good of the people.

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### A TWO-YEARS' COURSE OF STUDY FOR HIGH SCHOOLS.

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The Chicago School Board has taken a "new departure" with reference to their high school course. A special committee of which Sup't. Pickard was a member, lately made the following report:

"It appears that more than 50 per cent. of those who enter the high school leave the school before the beginning of the third term.

It further appears to your committee that the wants of those pupils may be better met by a course of study arranged with reference to the limited time they can remain in school. It is not the purpose of the committee to abridge the privileges of those who may desire the full four years' course.

*Resolved*, That the high school classes in the different sections of the city be discontinued at the end of the present school year, and that in their stead provision be made for a two years' course of study of the most positive, direct and lasting value, and which shall be complete in itself."

They recommend that for every day of the two years there be one recitation in each of the three departments of natural science, language and mathematics, and that the other studies of the course be provided for as circumstances may direct.

We believe this is a step in the right direction; at least it is worthy of careful consideration. It is a fact everywhere that more than half the pupils who enter the high school drop out before reaching the 8d year. We believe that for those who continue in school but for two years, a special course can be arranged which will be better than the first two years of any well arranged high school course. The *objections* to such a course are (1.) that in small schools the number of classes would necessarily be increased, (2.) that some pupils who would otherwise take the full course will be content to stop with this partial one. The *advantages* are (1.) a more practical course for those who can continue in school but for one or two years, (2.) large numbers would enter this shorter course and complete it, that would never attempt the four years' course at all.



## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JANUARY, 1875.

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#### U. S. HISTORY.

1. What territory did the French claim on this Continent by the right of discovery?
2. Who first discovered the Continent of North America?
3. What were the five immediate causes of the war of 1812, with Great Britain?
4. Give a brief account of the first settlement of Massachusetts.
5. Give the leading events of Washington's administration.
6. What was settled by the treaty of peace with Great Britain which closed the war of 1812?
7. What is the fundamental idea on which this Government is founded?
8. What were the three first battles of the revolutionary war, and what their results?
9. Name the great national political parties that have been organized since the founding of the government.
10. Name the important political events of Buchanan's administration.

#### GRAMMAR.

1. In what does the word gender differ in its application from the word sex?
2. What is the meaning of case as applied to nouns?
3. Write five sentences using the word "what" as a different part of speech in each; name the part of speech in each example.
4. Write the possessive plural of mouse, father-in-law, Knight-templar, folio.
5. Write the participles of the passive form of the verb "see," and use each correctly in a sentence.
6. Of what value is analysis of sentences in gaining a knowledge of language? State in full.
7. "The *King being dead*, his oldest son succeeded to the throne." Parse the italicized words.
8. Correct the following in respect to pronunciation and capitals: "It

has been well said that the command, thou shalt not Kill, forbids many crimes, besides that of Murder.

9. Correct the following and give reasons: "She accused her companion for having betrayed her." "They ride faster than us." "Was it him who came last?" "They that honor me, I will honor." "I once intended to have written a poem.

10 What is the object of learning to parse?

PHYSIOLOGY.

1. What precaution should you take to preserve the eyesight of the children?

2. If children come to school with frost bitten ears or fingers, how would you discover their condition and what would you do to counteract the effects?

3. What nerve supplies the sensation of taste?

4. What is the function of the capillary system?

5. Mention the circumstances which modify the rapidity of the circulation.

GEOGRAPHY.

1. Describe the surface and soil and name the productions of Illinois.

2. Define a Great Circle.

3. What Republic in the mountains of Italy?

4. What peculiar volcanic phenomena are found in Ireland?

5. What is the capital of Italy, and for what is it remarkable?

6. A bottle containing a letter was dropped in Florida Strait, and afterwards was found in the Strait of Gibraltar, what was the probable course of its voyage?

7. What have been the objects of the Arctic Expeditions?

8. Describe the surface and soil and name the productions of Ireland.

9. Describe the coast of Maine.

10. Describe the surface and soil and name the productions of Louisiana.

ARITHMETIC.

1. By what method is the longitude of a place determined?

2. When is 20 minutes past 3 o'clock, P. M., at Albany, New York,  $78^{\circ} 42'$  west, what is the time at Athens, Greece,  $23^{\circ} 44'$  east?

3. How long will it require for money to increase 100 per cent. at simple interest at 10 per cent.? Illustrate.

4. What is the rate per cent. on \$51.17, if the interest was \$1.699 for 9 months and 29 days?

5. How may it be determined whether the ratio of 3 to 7 is greater or less than that of 4 to 9?

6. If 8 men spend \$82 in 18 weeks, what will 24 men spend in 52 weeks?

7. What is the distinction between simple and compound partnership? Illustrate.

8. Explain and illustrate the use that may be made of the least common multiple.
9. The difference between two fractions is  $85-90$ , the greater is  $4-5$ , what is the less?
10. What is the interest on \$35.49 for 1 month 2 days at  $7\frac{1}{2}$  per cent.?  
Give the full solution of all the examples.

## THEORY AND PRACTICE.

1. What leading objects should be kept in view in conducting a recitation?
  2. With what reason are the teachers of primary schools subjected to an examination of subjects which they are not expected to teach?
  3. Give reasons why the teacher should make special preparation before conducting a recitation.
  4. What is the most important object to be attained in teaching a child to read?
  5. How can the teaching of spelling be made a most valuable aid to the study of language?
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CRAWFORDSVILLE—The county seat of Montgomery county, has long been noted in the higher departments of education on account of its versatile "*Tuttle*," its classic *Mills*, its refined *Hovey*, its progressive *Campbell, et al.*, and more recently, in the department of literature, through the "*Fair God*;" but Crawfordsville has planned "wiser than she knew," in giving *priority* to the school buildings, rather than to the court house and jail.

Two years ago the "City Fathers" completed a very large and handsome central school building, one of the very best in the State, containing eighteen well lighted, beautiful rooms, all finished and furnished in the latest style, at a cost of about \$50,000.

Two years later, the proper authorities have commenced the erection of a magnificent court house, but *wisely* not until the great central school was thoroughly organized and under full headway.

Prior to this the public schools had been neglected, but now a new life is beginning to dawn upon Crawfordsville. A flying visit, in company with Mr. Fullen, the efficient superintendent, revealed to us the following facts, viz:

1. The school rooms were uniformly well heated and well ventilated, a rare coincidence in the average public school.
2. The home-like appearance of these school rooms, suggested by the judicious selection and tasteful arrangement of pictures on the walls and plants about the teacher's desk, was positively striking.
3. The pupils were found to be earnestly engaged in the work of the hour; less than the usual number seemed to be present without a pur-

pose; recitations were not found to be *routines*, but *thoughtful exercises*, conducted with apparently little effort on the part of the teacher.

4. The school seemed to *govern* itself, and it was handsomely done, even down to the last hour in the afternoon, when six hundred pupils marched out of the school house in double file, keeping time to the beating of the drum.

Do the people of Crawfordsville *know* they have so good a school at their own doors?

FRANKFORT.—At Frankfort, the county seat of Clinton, Prof. J. E. Morton manages another one of the "people's colleges," with an average attendance of about 450 scholars. The "Clintonites" are happy, too. Ayres, Barner and Paris had the *nerve* and the *backbone*, as trustees, to build, at the expense of the property holders, a magnificent school edifice, beautiful in mechanical proportions and design, *now* the pride of Frankfort, though *violently* opposed at the beginning, and to finish their work by the appointment of a competent superintendent and an efficient corps of teachers.

In the Frankfort schools the work is well done. Each session opens with 15 minutes *silent study* (a good idea); immediately following the recitation begins. Much attention is given to the subject of *reading*, and the pupils are above the average in the expression of thought. The reading is uniformly good. A little "Compulsory Education" would probably help the per cent. of attendance in Frankfort, as in many other places.

LOGANSPORT.—Our public schools were never in a more flourishing condition; and there never was a better feeling existing than that which now exists between scholar, teacher, parent and officer. Prof. Walts has demonstrated that he knows how to manage public schools and discipline both teachers and scholars in their respective duties. With the best teachers and the finest school building in the western states, and a Board thoroughly alive to every want of the schools, Logansport is justly proud of her reputation in this respect.—*Logansport Pharos*.

TIPTON.—The schools of Tipton, under the direction of J. C. Gregg, are reported in a healthy condition.

XENIA.—The Xenia schools, under the charge of J. W. Stout, are in a prosperous condition. The *Xenia Gazette* says that the order is excellent, the instruction thorough, and the examinations searching.

Mr. Stout proposes to organize a normal class at the beginning of his spring term.

CINCINNATI.—The Editor of the Commercial—"Saturday-Night"—after visiting the Cincinnati Normal School, speaks of it in very complimentary terms. Between 70 and 80 young ladies attend this school, and the Faculty is composed of seven members. Miss Delia A. Lathrop, so favorably known to the teachers of Indiana, is the Principal.

**KENTLAND.**—B. F. Neisz is making a great success of the Kentland schools—so much so that he is intending to organize, in connection with the high school, March 22, a permanent Normal school. Mr. Neisz's Normal Institute last summer was among the best taught in the State.

**ELKHART.**—The examining committee for the Elkhart schools report them in excellent condition. They speak of superintendent Strausburg in very favorable terms.

**WABASH.**—The following is an extract from a letter written by the Principal of the Wabash high school. It speaks for itself:

The per cent. of attendance in my room (the high school), for the past eight weeks, is 98.5, for the past three weeks, 99.3, and for the past week, 100. The average number belonging for the eight weeks is 39.4, for the three weeks the same, and for the one week, 40. Tardiness is something almost unknown, there having been but two cases during my connection with the school (about 12 school months), and not one case during the eight weeks included in this report.

LEVI BEERS.

**OXFORD, OHIO.**—We learn from the "Oxford Citizen" that Oxford is "really stirred up on spelling." Spelling contests seem to be carried on here for a new purpose, that of raising money. Churches hold spelling schools instead of festivals. The Methodist church, in one evening, cleared \$27.50.

**TERRE HAUTE.**—The report of the Terre Haute schools for the school year 1878-4, is on our table, and we must say it is one of the completest, both as to matter and style, that we have seen. It shows, what we knew without the report, that the schools are in good condition. Terre Haute is the fourth city in the State in size, and its schools are among the best. W. H. Wiley is the efficient superintendent.

**FRANKLIN.**—The annual oral examination of the Franklin schools continued from Tuesday morning, Feb. 23, till the evening of Friday, Feb. 26. The superintendent, D. F. Hunter, believes in doing things thoroughly.

**KOSCIUSKO COUNTY.**—Our school year is winding to a close. It has been one of profit. Our people are taking a lively interest in educational matters. We have seventeen townships and, of course, as many trustees, all energetic men who have the welfare of the youth at heart, and are doing all they can to forward the cause of education.

The winter term of school has been well attended, and great advancement has been made; and yet there are some children who do not attend school. May "the powers that be" hasten the educational millennium when "compulsory education" shall start every child to school.

A. H. KISTLER.

**SULLIVAN COUNTY.**—U. C. College, at Merom, has added a normal department to its course, and the same is to begin the 10th of March.

This institution is in the most flourishing condition now that it has been for years, and affords superior facilities for education. We wonder that more of the young ladies and gentlemen of our county do not avail themselves of this excellent opportunity.—*The Union*.

Ascension Academy, at Sullivan, is in a prosperous condition, and the Principals, W. T. Crawford and W. H. Cain, will organize a normal class with their spring term.

MONROE COUNTY.—M. M. Campbell, the superintendent of Monroe county, is writing a series of articles for his county papers that must prove beneficial to both teachers and patrons. His last was on "sentence spelling"—in favor of the "word" and "sentence" method of teaching children to spell and read, and against the old a, b, c, and spelling-book method.

WHITLEY COUNTY.—The Whitley County Republican sustains a live educational column, edited by Smith J. Hunt, of the Columbia City high school. The paper before us contains a good article by W. A. Dickey, on the "Drawing out Process."

Superintendent Douglas, in advising teachers to read their county papers, says: "When I urge upon teachers the taking of the county papers, I am not laboring so much in the interest of the papers as in the interests of the teachers and the schools. To be a live, wide-awake teacher, and neither take nor read the county papers, involves so much inconsistency that we are not prepared to believe that there is a case of the kind."

He published, a short time ago, a full list of the teachers licensed in his county, together with their per cent. and grades.

ELKHART COUNTY.—Superintendent D. Moury has certainly done good work for the schools of Elkhart county. He has raised the standard of qualifications for teachers; he has worked up well county institutes; he has successfully graded the schools according to an adopted course of study; he has established a system of monthly reports for teachers; in short, he has put system and efficiency into the country schools. The schools have been improved at least 50 per cent. All the above from one who knows whereof he affirms.

VANDEBURGH COUNTY.—The schools in this county are progressing finely under the direction of the new Superintendent, Mr. Frank P. Conn. The country schools will average seven months this year. Two new school buildings have just been completed in Evansville. They were occupied for the first time about the middle of February.

MARION COUNTY.—Two of the best schools outside of Indianapolis, in Marion county, are in Decatur township; one at Valley Mills, R. G. Boone, Principal; the other at West Newton, Charles Coffin, Principal. These are both township schools, and are well patronized.

OHIO COUNTY.—The average school term for this county, this year, is an increase of fifteen days over that of last. Rising Sun has an eight months' term—last year but six. The trustees of the Rising Sun school have engaged Prof. Stultz for next year. This is his fourth year in school as superintendent. He is the right man in the right place.

The superintendent has visited all the schools in the county—28. As an index of the improvement, last year he found but three programmes; this year, twenty-two.

THOS. ARMSTRONG, Butlerville, Jennings county, is thinking of holding another Normal, next summer, at Hopewell. If he can make as good a one as he and J. J. Mills succeeded in making last summer we advise him by all means to go ahead, and we also advise teachers to make their arrangements to attend.

QUERY.—Will some one analyze and parse the following: "What matter where, if I be still the same, and what I should be, all but less than he whom thunder hath made greater?" especially the clause "all but less than he," and oblige,  
L. MC.

A YOUNG man asked a young lady her age, and she replied: "6 times 7 and 7 times 8 added to my age will exceed 6 times 9 and 4, as double my age exceeds 20." The young man said he thought she looked much older.

A "PUFF."—The Editor of the Journal cannot refrain from occasionally publishing one of the many complimentary letters he receives. The following is from a leading teacher who has opportunity to judge wisely. It is not on the score of personal friendship, as he is almost a stranger:

"*Success to the Journal.*—I read each edition with increased interest, and regard it as the most practical journal that comes to my notice. So full of vivacity, it gets right at the *business* of teaching. No teacher in Indiana should be without it."

INTER-COLLEGIATE CONTEST.—An oratorical contest will take place in the university chapel, at Bloomington, on the evening of March 12, 1875. Representatives from the following colleges in the State will participate: Wabash, Asbury, N. W. Christian, Earlham, Franklin, Hanover and the State University. It is probable that other collegiate institutions of the State will be represented. The L., N. A. & C. R., will issue excursion tickets at half fare to all attending along that line.

NATIONAL NORMAL SCHOOL.—The attendance at this school has been, for the winter term, about 440; the attendance for the fall term was about the same. The attendance upon the spring and summer terms are generally about double that of the other two terms. This is certainly a fine showing. A. Holbrook is President.

It is about decided that the National Teachers' Association will *not* meet at Richmond, Va., next summer, as was at first intended. We now cast our vote for Minnesota.

**SOMETHING NEW.**—A Teachers' Convention has been called to meet at Shelbyville, March 6, to organize a Teachers' Union. The object, as advertised, is to secure to teachers better pay and to elevate the profession of teaching. Both desirable ends to be reached.

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## PERSONAL.

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**GEO. W. REGISTER**, superintendent of Sullivan county, is making an excellent use of the newspapers in advancing the educational interests of his county. His appeal to parents, on the score of tardiness, is just to the point. He has also published an excellent address on "The Duty of the State on Educating the People." Superintendents and teachers can do much good in this way.

**WALTER S. SMITH**, superintendent of Marion county, has taken unto himself a wife. Not wishing to disturb any of his own schools, he took one of the fairest teachers of Hendricks county, Miss Johanna Kinnick. Mr. Dobson will most likely have "a crow to pick" with him.

Both Mr. and Mrs. Smith have the congratulations of the Journal.

**O. H. SMITH**, superintendent of the Jeffersonville schools, was lately the recipient of a beautiful present from his teachers. It was a valuable silver pitcher and goblets. Nothing like being appreciated.

**GEORGE H. HUFFORD** still has charge of the Newcastle schools, and we hear encouraging reports from them. Mrs. Lois G. Hufford, favorably known to many readers of the Journal through her articles, is again in the school room after a two years' rest.

We have a letter from an Illinois superintendent which speaks in very flattering terms of J. C. Comstock, formerly from this State, now Principal of the Martinsville (Ill.) schools.

**D. H. PFENNEWILL**, last year superintendent of the Rockville schools, and author of a "School Register," has located at Indianapolis as general agent of a life insurance company.

**JOS. MOORE**, President of Earlham, is now in the Sandwich Islands. We expect a letter from him soon, describing the schools and giving other interesting facts.

**JOHN PENNINGTON**, of Somerset, is teaching an excellent school. A person who visits a great many schools said in our hearing not long since, "It is the best school for thinking and study I have yet been in."

**A. R. HUFFMAN** is said to be doing good work at Auburn.



C. W. MILLS is superintendent of the Cynthiana schools, which are reported in good condition.

W. S. GANDY is principal of the Swan township graded schools, located at Swan.

F. D. DAVIS, late superintendent of the Montezuma schools, is now editing a very attractive paper at Oxford, Ohio.

J. H. BINFORD, superintendent of Hancock county, in his circular No. 2, makes some good practical suggestions.

FRANK C. CASSELL is doing good work as county superintendent in Benton county.

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## BOOK-TABLE.

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**ELEMENTS OF MAGNETISM AND ELECTRICITY**, with practical illustrations for the performance of the experiments, and the construction of cheap apparatus, by Prof. John Angell. New York: G. P. Putnam's Sons. For sale by Yohn & Porter, Indianapolis. Price 75 cents.

The above is one of Putnam's Elementary Science Series, and is gotten up in an attractive style and is well illustrated. The writer has aimed to give the elements of these branches in a simple yet logical way, so that the knowledge gained may be the basis for further study. So far as we can judge, the author has succeeded well in his object. We are glad to know that the study of the elements of science is growing in favor.

**A MANUAL OF THE FINE ARTS**, Critical and Historical, published by A. S. Barnes & Co.: New York and Chicago: pp. 475.

In the march of a people's progress, the following order holds: Wealth brings leisure, and leisure gives opportunity for culture, and culture, in its earlier stages, looks to the useful, but in the later stages to the beautiful. The beautiful, in its higher development, flowers out into the fine arts. Such is an epitomized process of this law of growth. Thus other nations have grown; thus, it is hoped, ours will grow.

The practical question relating to this book's mission is, have we, as a people, reached that degree of leisure and culture that warrants attention to the fine arts? I am happy to say that I believe we have; not a large attention, yet some. Beginnings should generally not be large. This book aims, therefore, to introduce us, in a popular way, to the attractiveness of the fine arts, Painting, Sculpture, Music, Architecture.

To the first of these we are giving some attention, to the next two more, but to the last surely not enough. When we look at the expres-

sionless, almost rude, work in many of our public buildings, whether East or West, we think all will agree that better taste and higher skill in architecture are demanded.

As we contemplate any of these in their ethical and æsthetic effects, we are ready to say, "These polished arts have humanized mankind, softened the rude and calmed the boisterous mind."

We gladly indorse any book that helps us on to so desirable a result. We therefore cordially commend this book to teachers, hoping many thousands may read it, and, in reading, may have their æsthetic nature touched and quickened.

G. W. H.

DUFFET'S FRENCH METHOD, Part II. Cincinnati and New York: Wilson, Hinkle & Co.

Part Second, like Part First, consists of twenty-five progressive and practical lessons. Each lesson contains a vocabulary arranged according to subjects, practical rules, illustrative sentences, exercises in conversation, etc. The plan seems to be simple, natural and *practical*. Those expecting either to study or teach French, would do well to give these little books a careful examination.

THE POETRY OF THE ORIENT, by W. R. Alger. Boston: Roberts Brothers.

The first ninety pages of this book is taken up with the history and description of Oriental poetry, together with numerous illustrations of the same. The most of the remainder of the volume is occupied with metrical specimens of the thought, sentiment and fancy of the Orient. It is not only very interesting but highly instructive to study this old Oriental thought and literature, and contrast it with that of the new and growing western world. The book is entirely reliable and will commend itself to every thoughtful reader.

VIRGIL'S *ÆNEID*, with an Ordo, by Charles Wiley, D. D. New York: Henry Holt & Co. For sale by Yohn & Porter, Indianapolis.

The above belongs to a series of Latin texts in course of preparation by this House, the peculiarity of which is that in addition to the usual text with brief notes, etc., the text is reprinted in the second part of the book, with the words arranged as they should be translated: i. e., the Latin is arranged in the English order. This takes away one of the great difficulties in the rapid translation of Latin, and will enable the student to read more and to give more time to nice shades of thought, etc.; but whether it is a gain, on the whole, we are not prepared to say. The author presents strong arguments in favor of the plan, and it deserves a candid consideration and a fair trial.

PLANE AND SPHERICAL TRIGONOMETRY, by C. F. R. Bellows, Professor of Mathematics in the Michigan State Normal School. New York: Sheldon & Co.

The object of the author has been to present and develop these subjects in a more systematic and complete manner than they have been

heretofore presented. The various topics are distinctly indicated and all irrelevant matter has been carefully excluded. The idea of the author is certainly correct, and so far as we can judge, without a school-room test, he has succeeded in carrying out his plan. The idea of presenting subjects in a *logical* order is not likely to be carried too far.

"THE WESTERN," published in St. Louis, has changed hands, and in the future will be devoted to the highest order of literature. The contents of the Magazine will consist of original articles upon Literature, Art and Education; Shaksperian Criticism; Translations, Reviews and Poems. The Editorial Department will aim to present a summary of the proceedings of our societies (Art Society, Historical Society, Academy of Science, Society of Pedagogy and others), and of leading magazines, reviews of standard works, valuable additions to our libraries, and such other information as may promise to be serviceable to the subscribers to the Magazine.

Its able corps of Editors insure its high literary quality.

"THE GALAXY" is about entering on its tenth year. It was started with the full intention of making it the foremost literary magazine published. Perfectly independent, with no set theories or politics, religion or sociology to propagate and maintain, it freely and gladly opens its pages to the expression of varying opinions and discussions, provided they are by the ablest representatives in each department.

Among its regular contributors are: Justin McCarthy, Richard Grant White, Mrs. Annie Edwards, John G. Saxe, Henry James, Jr., Prof. H. H. Boyesen, Junius Henri Browne, Richard Kimball, Albert Rhodes, George E. Pond and Fanny Roper Feudge. No monthly in this country stands higher. Price, \$4. Sheldon & Co., N. Y., publishers.

ST. NICHOLAS, published by Scribner & Co., New York, is undoubtedly the best paper published, for Young Folks, in this country. Certainly we know of no other so good. If our young people could read more of such literature as the St. Nicholas gives, and less trashy, sensational stuff, such as we find in many of our youth's papers, it would be a great blessing to the rising generation.

THE Feb. No. of "In-door and Out" is on our table, and we are gratified to know that a paper almost equal to Harper's Weekly, in size, number of illustrations, variety of matter and good taste in "get up," is now published in the Hoosier Capital for the low price of one dollar per year. We believe in patronizing home papers when they are good ones.

## LOCAL.

**CHAMBERS'S ENCYCLOPÆDIA.**—Messrs. J. B. Lippincott & Co., of Philadelphia, announce that, by a recent purchase, they have become the sole proprietors of the *American Revised Edition* of "Chambers's Encyclopedia," and are thereby enabled to offer the work at much lower rates than hitherto. In the course of its recent thorough revision, the American edition was edited with the special view of supplying the wants of American readers. It also possesses a special attraction in containing a series of over seventy-five full-page engravings not contained in any other edition.

**WHEREAS**, it has long been our opinion that pupils ought to have thorough drill in the fundamental rules of arithmetic before advancing to its more difficult parts; and,

**WHEREAS**, Prof. Boles, Superintendent of the Shelbyville schools, has published a small yet complete work for facilitating this object; and,

**WHEREAS**, we have used the same in our schools during the past year with entire satisfaction, and, as we think, with excellent success; therefore,

**Resolved**, That we recommend this Drill Book to all educators as eminently calculated to aid in making thorough scholars in the elementary rules of arithmetic, saving, as it does, a great amount of labor to the teacher, and preventing the pupils from practicing deception or becoming negligent.

TEACHERS OF UNION TP., SHELBY CO.

THE Northern Indiana Normal School and Business Institute has just opened its Spring term with a larger attendance than ever before. The enrollment this term will exceed 400. The school has established an enviable reputation in the short space of one year's time. More applications for admission than could possibly be accommodated. Extensive arrangements are being made for the large number that will be in attendance during the Summer term.

See advertisement in this number.

**\$5 to \$20** Per Day at home. Terms free. Address G. STINSON & CO., Portland, Maine. 2-1y



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# TABLE OF CONTENTS.

	PAGE
Advice to young teachers.....	101
Courses preparatory to College.....	104
Reform in English Orthography—How it is to be effected.....	108
Illiteracy and Crime.....	118
The Noun and the Verb.....	119
To teach the use of Words.....	121
Primary Geography.....	122
Spelling.....	128

## OFFICIAL—

Superintendent Hopkins' Valedictory.....	125
Can a teacher legally draw pay for teaching done without a license.....	125
Is a trustee personally responsible for the wages of unlicensed teachers.....	125
Is a trustee bound by the contracts of his predecessor.....	125
Must the fund received in June be expended this school year.....	126
Should revenue be divided equally among school districts.....	126
Examinations for State Certificates.....	126-7-8

## EDITORIAL—

State Certificates.....	129
Pay of teachers not holding certificates.....	180
<i>Syllabication</i> ...1. Should pupils pronounce each syllable when spelling orally? 2. Should they separate the syllables when writing words.....	180
How to teach writing.....	181
School Legislation.....	182
Purdue University.....	183
He needs Brains and Education.....	184
A two years course of study for high schools.....	185

## MISCELLANY—

Questions for the Examination of Teachers.....	186
Crawfordsville.....	188
Frankfort, Logansport, Tipton, Xenia, Cincinnati.....	189
Kentland, Elkhart, Wabash, Oxford, O., Terre Haute, Franklin, Kosciusko and Sullivan counties.....	140
Monroe, Whitley, Elkhart, Vanderburg and Marion counties.....	141
Ohio co., Query, A "Puff," Inter-Collegiate contest, National Normal School.....	142
Personal.....	148
Book Table.....	144
Local.....	147

**Read the New Advertisements this month.**

# INDIANA SCHOOL JOURNAL

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## THE DEMAND FOR SKILLED LABOR IN THE SCHOOL ROOM.\*

  
DELIA A. LATHROP.

**T**HE average human mind holds in its thought and has crystallized into its language and customs the sentiment that, as an end, mere "bodily exercise profiteth little." It is only when it becomes the objective expression of a subjective power that it takes on the attributes which command our admiration.

The history of civilization is but the story of the development of a mere intuitive effort to provide for essential wants, into skilled activities productive of the most complex products. It is the brain element in labor which converts the otherwise worthless iron ore and forest trees into machines, factories, steam vessels, railroad facilities and telegraph lines. It is skilled labor added to fibres of cotton, wool and silk, which produces from them fabrics for use and ornament. A cold, lifeless mineral resurrected from its blackest of graves, and vitalized by thought, defies the snow-white steeds of the great Helios himself, and sets back the dial of man's effective life one year in seven.

He who regards labor as mere physical toil must pronounce it degrading, because it ignores and so eventually destroys all that in man which makes life worth the living; but to him who re-

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\* Read before the Indiana State Teachers' Association, Dec. 30, 1874.

gards it as capable of involving the best of both body and soul, it is perfectly compatible with the greatest dignity and freedom.

*Labor is noble or ignoble in proportion as it implies and demands culture and skill.* According to this law the rank of all occupations is established. By it the operative and artisan take precedence of the common laborer. The teacher ranks higher than the artisan because his work implies a greater degree of intelligence and skill; the statesman and clergyman higher than the teacher, because it is assumed that their occupations demand, and in them is found, the highest exercise and the noblest culture of which the mind is capable.

We sometimes attempt to convince people of the respect due the teacher's calling by arguing the great value of the material upon which he works, and the dignity of the interests involved; as if a pearl-diver or a diamond-setter were entitled to more consideration merely because he gathers pearls or sets diamonds, than a sponge gatherer or a stone cutter; or as if the telegraph operator who sends important government dispatches over the wires should, on account of the character of his messages alone, demand more of our respect than the one who indicates the particulars of the latest saloon brawl. The truth is, it is neither the material of his work, nor the interests involved in its issues, that dignifies the teacher; it is the character of the standard of excellence attaching to the position that he holds. *This standard is not absolute, but a sliding scale whose degree is marked by an induction from the general character of the persons employed in teaching.*

Teachers' positions are filled by two distinct classes of incumbents. There are, first, a few as noble men and women as walk the earth: who have brought to their calling the enthusiasm and devotion of youth superadded to such culture as opportunities have afforded them, and such professional preparation as their ardent longings and most heroic efforts could procure for them. They are now joyfully giving the strength and wisdom of mature life to their chosen work. If there be any profession of Pedagogy, these constitute it. The honor that attaches to the office of teacher is accorded to it because these are worthy. They are everywhere the standard bearers in the cause of education.

There is, secondly, a large class of temporary teachers who use the employment as a mere make-shift until something more desirable comes to hand. They bring with them neither special

love nor aptitude for the work; no professional and often but meagre general preparation. By just as much as they believe their work to be but temporary, they are irresponsible. They add nothing to the wisdom or strength of the body, because they are never sufficiently identified with its interests to forecast for it or sacrifice in its behalf. By as much of honor as attaches to the calling in virtue of the excellence of professional teachers, they are exalted; by as much of incompetence as they bring into it, they pull down the standard and dishonor the name of teacher.

In your own State of Indiana, for instance, what proportion of the teachers, think you, have taught ten years? The fact that you report 12,246 teachers for 9,100 schools (Report for 1873), indicates great changes in the management of your schools during a given year. The aggregate in the United States of 210,000 teachers as against 150,000 schools, nearly one-third more teachers than schools, indicates that but about two out of three teach through a given school year, and shows how little basis of fact there is for any theory of a *fourth learned profession* made up of the entire body of public school teachers.

Since the teacher's calling is ranked by the degree of culture and skill which popular sentiment associates with its representatives, and since teachers are both esteemed and remunerated according to the average merit of those who fill teachers' positions, it seems but proper that a zeal for your profession should lead you to an earnest consideration of the necessity for a combined and methodical effort on the part of those who really constitute the profession, to secure a more thorough preparation for all who assume the duties of the calling, and especially for this numerous class of temporary teachers.

I therefore beg your attention to some thoughts in answer to the questions, first, *In what appears the necessity for such preparation?* and, second, *How can it be secured?*

First, as to its *necessity*. There are \$80,000,000 expended annually for school purposes in the United States. Thousands of salaried officers are employed to collect and disburse the school funds, and to supervise and direct the work of education. An army of unsalaried officers give more or less time to the labor of supervision and legislation. Millions of dollars worth of capital is locked up in school buildings and grounds, libraries and apparatus. *And all these are not schools.* They are but the machinery



of the schools. The power to give motion to all this machinery is the teacher. He is the breath of life which must be breathed into this organization before it becomes a living soul. As a man's folly would be too apparent to have his disappointment merit sympathy, who, in building a magnificent manufacturing establishment, should become so absorbed in the admiration of the perfection of his structural devices as to make no provision for the power to put his machinery into active relations with the material upon which it is designed to operate; so is the folly of that school supervision too apparent for patience even, that with the most scrupulous exactness indicates what particular make of lead pencil shall be used, and how many shelves shall be put into any particular closet, but fails to take account of the soul of the school, that when properly adjusted to its work is the home of such almost infinite resources that it triumphs over all artificial appliances, and does good work without them, or in spite of them. *The best appliances a school ever saw are as utterly worthless without a teacher as a moth-eaten garment; and are in no sense educational forces until baptized with the power of the teacher's high purpose and enthusiasm.*

Again, the exceedingly short period children are kept in school indicates the necessity for the best employment of their time. Even compulsory legislation has gone no further than to require three months' annual school attendance, from eight to fourteen years of age. (We must except our dashing young sister, Wyoming Territory, who proposes to keep her young men and women in school three months of every year till they are twenty-one years of age. Whether this legislation will delay matrimonial settlements in life remains to be seen. At this distance it would seem an injudicious arrangement, at least.) Six years of three months each gives but two full school years of attendance. The fact of this legislation implies that the present average attendance is less than this amount. If one stops for a moment to consider how little the most skillful teacher can accomplish in the education of a child in two years, he will have some conception of the absolute crime of committing the work to incompetency, if by moral influence or legal enactments it can be prevented.

I am addressing an audience that does not need to hear rehearsed the alphabet of the arguments for general education.

You understand perfectly that upon the intelligence of our people depends the character of the industries of the nation, and so its wealth; the character of its legislation, and so its peace and purity; the character of its means of defense, and so its very existence. Possibly all have not sufficiently considered that with a higher grade of teaching ability, not only would the two years or less of school life be much more productive, but being more productive, there would be a marked increase of school attendance; for you are quite aware that skillful teachers keep their pupils while unskillful ones lose them.

The "temper of the times" demands more skill of teachers than has been required in the past. This is eminently the children's age. The interests of each community center in them. All the days of the week are for them, and Sunday too. To live for one's children is the great national virtue, if it be a virtue, and each emulates the other in its practice.

There are in every school children of well-read parents, who have given thought to theories of education, and have more or less well-defined ideas of how schools should be conducted. They may be wrong or they may not, but in any event they will not have respect for, nor confidence in, any teacher of their children who has no intelligent pedagogical beliefs, or who cannot give good reasons for the educational faith which he holds.

Children mature faster, they criticise their teachers with more severity, and seldom forget to report the results of their criticisms to their parents and friends. Parents are increasingly inclined to put unlimited confidence in these reports and to judge teachers according to them. Children have lost their reverence for the *name* of teacher and mistress, and demand most imperatively the proofs of ability. The beautiful trust of school-childhood is an enchanting legend handed down to us from the past. Occasionally a highly poetical *non professional* assumes its existence even now, and reads us beautiful essays concerning it; but if it does exist, it must be largely in "unconscious latency," for modern teachers discover little of it in the average American boy who rivals his grand-mother in the matter of strong tea, and his father in that of tobacco; who sees his parents off to bed and takes his own time to get up in the morning; who carries his own watch and expects very soon to succeed the "old gentleman" in business.

Children have come to understand most perfectly the exceeding insult offered to the American eagle in inflicting corporal punishment upon an embryo citizen of the "grandest republic in the world, sir;" and they are not made of the stuff to stand calmly by and see the American eagle insulted and not resent it, not they. Parents glory in the spirit of their children and encourage insubordination, ignorantly supposing it to be genuine independence of character.

What children have gained in precocity they have lost in physique. That they cannot stand earnest study and a vigorous school discipline is a foregone conclusion; so more and more the schools, and indirectly the teachers, are held responsible for all the maladies of childhood and youth.

You perceive how, from these considerations, the teacher's responsibilities are increased and his difficulties multiplied. "The times" require him to press his own individuality between the very ball and socket of family life and popular sentiment, and in doing so produce no friction. I submit to you whether a large measure of professional skill is not required for so delicate a duty.

Second—What plan for getting any better preparation is immediately practicable to young persons who are about to enter upon the business of teaching?

Let me premise by saying that all who can should go to the State Normal Schools. All other instrumentalities for professional preparation must be inferior to this for they are less methodical and so less complete and thorough. I would entreat every aspirant to a teacher's position to make every reasonable sacrifice, if sacrifice he must, for the life-long advantage of having been a pupil in a good normal school. But as things actually exist, there are many who cannot do this; what can be done for them?

It seems to me that Indiana, with its efficient system of county supervision, if superintendents and teachers of experience will co-operate, can do such a work in this direction as has not been done.

First; the county Institute. This is the official agency for doing just the work that is required, which is to create an enthusiasm for teaching, and then to indicate the way to do it.

But unfortunately there is a pressure to divert the Institute

from these wholesome normal school uses and make it a place for teaching the elements of arithmetic, grammar and geography, that teachers may pass the examinations for certificates. But little can be done in the teaching of these subjects, in the very nature of things, for there is no classification, no study and almost no time. The instruction that is attempted is too often of a desultory and fragmentary character, there being almost as many "Professors" as there are hours. Each contributes sill or beam or rafter, which, if there were time to supply the lacking parts and erect the structure, would be valuable; but there is no opportunity for putting the contributions into any relations of unity.

It has seemed to me that there is a better way than this. I do not see why the county superintendents could not indicate courses of study for teachers corresponding to the different grades of certificates, making the annual Institute, first an oral review, explaining difficulties suggested by the teachers, clearing up points not understood, and testing as to the clear comprehension of the subjects of the course; to be followed by a fair but rigid written examination, a commendable standing entitling to an additional year of license to teach. In this way every teacher would have before him a definite course of study for the faithful accomplishment of which he would receive his immediate reward. While almost nothing can be done in the way of study at an Institute, much could be done in testing the faithfulness with which a plan of study had been pursued. By this plan teachers would not have to be compelled to attend the Institutes. They would come to them as the great annual examinations which were to exhibit their faithfulness and ability. I would give a diploma which should be filled up as fast as the course, which should last through five years say, was completed. After teachers had taught this five years and received the full diploma, I would have them left free to follow their own tastes in a course of reading, always provided they annually presented themselves upon some subject, or division of a subject, not before tested upon.

By some such plan the annual institute, the county superintendent and the school experience taken together would become a kind of normal school for every teacher. The lazy and brainless ones would drop out naturally, and while possibly a teacher of good executive ability might be cut off for lack of scholarship, less harm

would be done than is now done by defective scholarship and stagnation. If county superintendency and teachers' institutes can be given as a permanent heritage; if men can be put into the office of county superintendent who are competent to command the confidence of the public, and particularly the confidence of the best teachers, if they will co-operate with each other, and can be paid enough to allow them to devote their whole time to their duties; if the schools can be so kept out of the swirl of politics that a good man who is doing a good work can look forward to a term of years to carry out his plans, much may be hoped for the future.

Another available and most practical means of education to the young teacher is the school periodical literature. It is quite the fashion, I know, to sneer a little at it because it is so common-place; but I confess to you, I never look over these journals but that I wish the editors could afford to print upon one side of the paper only, so that the excellent and suggestive things they give us might be pasted into scrap books; or what would answer the same purpose, that they would send us duplicates of our year's subscription. Indeed I am not sure but as a body of men who profess to have set themselves to encourage and strengthen all that is best in the profession, they ought, by our unanimous request, to do thus much for us. I have looked over some of the journals of the learned professions, and, in comparison, I am not ashamed of our literature. It is true it is not all greatly original, but it is practical and pure, and indicates a good and earnest spirit. So I would say to the young teacher, read the journals devotedly. Exchange with your friends and read as many of them as you can, expecting to be profited by the reading. Let the lofty ideals of what a teacher should be and do lift you to a higher faith in yourself and in your occupation, and so to wiser work and nobler success. Let the practical plans suggest to you those by which you can work out your especial conditions to successful issues. Let even the advertisements be a source of professional blessing, in that they indicate to you the intense activity of mind, and the large outlay of means, for the promotion of the cause of education.

As to general reading, it is said that teachers, as a class, do not read; that ministers' salaries are quite as low in proportion to the demands upon them and they almost invariably collect a

good library, which teachers seldom do. I fear this is true, and it is so because to so many of us ours is not a profession but merely an employment. There is no broad planning for a fruitful future, having its roots in a studious present. For none of us is there the inspiration to study that comes from sharp contact with strong, cultivated individuality. We are constantly reaching down to those beneath us, and come unconsciously to ourselves to feel that we know enough to do this simple thing; forgetting that it takes more steadiness of nerve and strength of muscle to stand firmly on an elevation and reach down for our burden, than to swing it lightly to our backs from the shoulder's height.

The mental stimulus of the teacher of young children particularly must be mainly gotten outside of her school work. To neglect to secure it is to become dull and narrow.

It seems to me the high schools may be made a powerful auxiliary in this work of preparation of young teachers. If the principals of these schools felt an absorbing interest to advance the standard of professional qualification they could devise schemes for greatly assisting those of their pupils who were preparing to teach. It is unfortunately true that experienced teachers are not always filled with thanksgiving at the prospect of young teachers being relieved from some of the terrible trials they endured through lack of skill, and so it has happened that Normal schools have had some of their bitterest opponents among teachers themselves. We are so prone to assume that the way by which we have traveled to success is *the* way, and to feel annoyed at the suggestion of any easier or better one, as if to seek such an one implied indolence or arrogance. The spirit of conservatism has its important offices or it would not be such a constant quantity in human nature, but where it is visionless it is an exceedingly inconvenient factor in a person's individuality. The logic of events should make us see that there are better ways than formerly, and that more is demanded in consequence.

So I would suggest it as the privilege of the teachers in the various high schools of the state, to seek out the bright ones among their pupils who expect to enter upon the work of teaching, and give them some especial time—two or three lessons a week—upon the general principles of education and school organization and management; to advise them what and how to

read; to allow them to go into lower grades of schools and listen to the teachers, and occasionally to take a class themselves; to sometimes allow them to hear their own classes after the manner of some normal schools. In this way there might be half a dozen young people in training in every High School in the State, at no pecuniary expense to anybody. It is true that the High School time is full, but there is no work that would make such returns to it in enthusiasm and standing, none that would pay the teacher better in consciousness of good done, and none that would be of so great value to the public. Even if a teacher were obliged to stay a half hour after session occasionally to do the work, he would not regret it in the end. I do not doubt the day will come when there will be a teacher employed in the Central High School of every township to do this work, and candidates for schools will be required to avail themselves of this provision. This I believe to be the practical solution of the "Normal School problem" for temporary teachers.

Another step which it seems to me should be taken immediately, is to collect the scattered remnants of your township division libraries, which now represent so much utterly unproductive capital, and organize them into township libraries proper, centrally located, and accessible to all the people of the town. Then let your State Board of Education see to it that the Legislature provides means for their replenishment and care, and especially that it authorize your State Superintendent to put into every one of these libraries a few good professional books—a half dozen, if no more—as practical as Page and Wickersham, as suggestive as "Quick's Educational Reformers." Then let the County Superintendents make as a condition of every new candidate's license to teach, the having read these furnished books, and test by calling for synopses of the contents of some of them. I am aware that this is but little, but it is something. It is an advance, and I believe a practicable one.

Gathering now the thoughts I have tried to bring before you into a condensed form, the argument is, that since all labor is noble according to the abilities and preparation demanded by it, and, as a consequence, the teacher's vocation is ranked according to the average merit of those engaged in it, so that you and I are honored and paid according to the general culture and skill of those associated with us; therefore, aside from all motives of

brotherly kindness, our personal interests demand that we look about us for means and plans for the elevation of the standard of teachers' qualifications. The absolute necessity for this elevation is seen, first, in the great expenditure for the machinery of schools, which is valuable only in proportion to the teaching power which drives it; secondly, in the short time children are kept in school; and, thirdly, in the growing demands made upon teachers arising from increasing intelligence of parents, the precocious development of children and their corresponding deterioration, creating an assumed inability to endure severe restraints, and application to vigorous study.

The plan proposed to secure better preparation are: First, an earnest care and sympathy on the part of every one now teaching, for those in their schools who are preparing to teach, that through this care and sympathy they may be inspired to a loftier comprehension of their work and to more enthusiasm in it; and, *second*, certain requirements of professional reading from the township libraries. This much can be secured to the poorest and most isolated girl in Indiana. A *third*, and more advanced step in preparation is some especial professional help in the high schools. This can be easily secured if the teachers in these schools feel a genuine zeal for their profession and love for their pupils who expect to enter it. The *fourth* is a requirement in regard to the reading of educational periodical literature. The *fifth* is, the Institute to be made the occasion for the annual test upon a course of reading laid down by authority; and the *sixth*, and highest, the State Normal School, for which all the rest are but substitutes and to which they are greatly inferior at the best.

You will pardon it, I am sure, if, in closing, I give, in illustration, an item of personal experience, and, in doing so, pay a tribute of gratitude to an excellent man who, years ago, was transferred to the higher department of the school in which we are all pupils under the tuition of the Great Teacher.

The winter I was fifteen, I decided that the spring should realize to me the long cherished hope of beginning to teach school. My teacher, the principal of the village school, knew my ambitious projects and entered into them with all his heart. Among a multitude of kindnesses, he lent me Page's "Theory and Practice of Teaching." I found it a wonderful book; a perfect revelation. In it I suddenly saw spread before me an astonishingly



clear picture of all the half-conceived notions that had been haunting my imagination for years, and I was perfectly absorbed in their contemplation. Down through words setting forth the prosaic realities of the school room was let into my soul a vision of the angel of the ideal of our profession, a loving recognition of the abandon of devotion as real as pure heart ever gave to worthy wooer.

I did not then know it was a vision, for we are prone to assume that our heavenly visitants are but men who have come to eat and drink with us as others, until they discover their real character in the pathway of beauty and brightness they leave behind them in their ascent. I now see it to have been a divine revelation whose glory has to this day exalted and irradiated all my teacher-life.

It was but a trifle that the teacher did, simply lending a book. He never knew the meaning of the simple unstudied act of kindness, but it was the foot-print upon the summit of a life that has determined its unbroken current through all these years.

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### "THE DEMAND FOR REFORM IN ENGLISH ORTHOGRAPHY."

*RP*  

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Z. RICHARDS.  

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THE subject proposed for discussion presents itself, naturally, as follows: 1. Is there a demand for reform in English Orthography?

2. If there is a demand, what are the means or methods to be used?

3. What will be the probable result, or what would be gained by the reform?

4. What may be considered as objections?

In the first place, to determine whether a reform is needed in our mode of spelling, it is necessary to show that there can be a better method adopted. As orthography means *correct spelling*, it is absurd to use the term in reference to spelling, if our spell-

ing is not correct; and if it is strictly correct there is no need of reform. Yet as we now use the term orthography, our spelling may be called correct if we use, in writing words, such letters in their proper order as good usage sanctions. But the question to be considered here is, "Is the common method of spelling according to good usage, really the *best method*?" To answer this question correctly, we must first agree upon the true and natural basis of spelling. What is the true basis? It will not be denied that the English language is an alphabetical language; that is, that our words, when written, are formed with certain characters *intended* to represent certain elementary sounds. It is well known, however, that many of our alphabetical characters represent, sometimes, different sounds. The letter *a* is used, for instance, to represent seven distinct sounds, heard in pronouncing the words *fate*, *fall*, *fat*, *father*, *want*, *many*, *pillar*. The letter *e* represents seven different sounds; the letter *i* five sounds; the letter *o* nine sounds, and the letter *u* eight sounds. In fact, there is scarcely a letter, if any, which does not represent more than one elementary sound. If we could say nothing more, we have here proof enough that our alphabet, as used, is seriously defective. But there is another view, quite as startling, viz: that "that there is not one single sound in our language which is, on all occasions, represented by one uniform letter, or combination of letters."

To illustrate the last statement the following facts are presented: first, the sound of long *ā* is represented in 20 different ways; long *ē* in 23 different ways; long *ī* in 16; long *ō* in 17, and long *ū* in 17 different ways. Take long *ē* as in the following words: *Cæsar*, (*āē*); *be*, (*ē*); *complete*, (*e-e*); *each*, (*e a*); *leave*, (*ea-e*); *feet*, (*ee*); *impregn*, (*ēg*); *conceit*, (*ei*), *conceive*, (*ei-e*); *people*, (*eo*); *key*, (*ey*); *keyed*, (*eye*); *albino*, (*i*); *magazine*, (*i-e*); *parliament*, (*ia*); *grief*, (*ie*); *grieve*, (*ie-e*); *antique*, (*i-ue*); *fœtus*, (*oe*); *quay*, (*uay*); *mosquito*, (*ui*); *carry*, (*y*).

Now, taking it for granted, as every careful examination will compel us to do, that such elementary sound of our language has more than one character or combination of characters to represent it; and again, that each character of an alphabet represents more than one sound, we can easily demonstrate the absurdity of our modes of spelling, as well as the many liabilities to make mistakes in spelling words. Take, for instance, the word *so*, one

of the simplest words of our language. The sound of *s*, in *so*, is represented in nine different ways, as *cell*, (*c*); *ace*, (*ce*); *psalm*, (*ps*); *see*, (*s*); *scene*, (*sc*); *schism*, (*sch*); *case*, (*se*); *hiss*, (*ss*); *mezzotint*, (*z*). The sound of *o*, in *so*, may be represented in seventeen different ways, as in *hauteur*, (*au*); *beau*, (*eau*); *Bordeaux*, (*eaux*); *yeoman*, (*eo*); *sew*, (*ew*); *go*, (*o*); *cove*, (*o-e*); *coal*, (*oa*); *doe*, (*oe*) *oh*; *yolk*, (*ol*); *brooch*, (*oo*); *soul*, (*ou*); *though*, (*ough*); *know*, (*ow*); (*owe*); *sword*, (*wo*). Now if the pupil has learned these nine representations of *s*, as he must, before he becomes a perfect speller, and if long *ō* had but one representative, then the pupil might try nine times before spelling this word of two letters correctly. But the pupil must learn that long *ō*, in *so*, is represented in seventeen different ways, so that, for each of his nine trials to get the right representative of *s*, he may make seventeen trials to get the right representative of *o*; and so he may make 153 trials before hitting on the right method of spelling *so*. Add the sound of *r* to *so*, as heard in *sore*, or *soar*, we find that *r* has seven representatives, not necessary to be given here, and that the 153 trials above mentioned may be made seven times before arriving at the common method of spelling the word *phonetically*—or there may be 1,071 trials before spelling a word of three sounds correctly. These liabilities to mistakes increase as many times as there are different ways of representing any additional elementary sound. In spelling the word *Cæsar* there may be 130,410 trials. This line of illustration may be followed out indefinitely, as there is no end to absurdities, which are perfectly appalling to any one who will examine carefully and get a correct understanding of the question. Such a person will never be at a loss to know why it becomes necessary to spend so much time in learning to spell and read the words of our language. He will wonder much more why so many become comparatively accurate spellers. Can any one who understands this question hesitate to acknowledge that there is a demand for a reform of our mode of spelling, if a reasonable method of reform can be found?

In the second place, let us consider the means or the methods necessary for reforming the monstrosities in our language. It must be evident to all that a true reform must be based upon a perfect alphabet. That is, there should be just as many alphabetical characters as there are elementary sounds, and no charac-

ter should ever represent more than one sound; nor should any sound be represented by more than one character. This last proposition needs no argumentative proof for those persons who have carefully and intelligently examined the subject, and it is useless to attempt to convince any one of its truth who has neither the disposition, candor, nor ability to examine it. But it is no longer an undemonstrated assertion that our language has about forty distinct elementary sounds, which are easily recognized in proper pronunciation. We have only twenty-six characters to represent these sounds, and three of them, *k*, *q* and *x*, are useless, as they represent no sound not heard in the enunciation of certain other letters, thus leaving twenty-three letters to represent forty or more sounds.

As the monstrosities above referred to arise from the fact that most of our letters represent more than *one* sound, and most of the known elementary sounds have various representatives, it must be evident that the reform requires *one* and *only one* character for each elementary sound.

The chief trouble in learning our language now, both by natives and by foreigners, arises from our defective alphabet. This hardly need further demonstration or proof.

But in the third place, if a new and perfect alphabet, based upon the above principles, should be made to take the place of the present defective one, what would be the probable results?

The results may be seen by a careful examination of the following points made by another:

1. Children of six or eight years old will learn to read in a week.
2. Those who can now read a *common* type will learn to read a *phonetic* type in *ten minutes*.
3. No difficulty will be experienced in spelling any word which can be pronounced with accuracy.
4. No doubt will be experienced as to the proper pronunciation of any word which meets the eye.
5. Every one will be able to spell as correctly as he pronounces.
6. Foreigners will never be led into any errors of pronunciation by the orthography of words.

7. Our language, in other respects the simplest in the world, will be accessible to all mankind.

8. Missionaries will be able to reduce the language of any tribe to an alphabetical form, clear and simple.

9. Reading and writing will no longer be feats, their attainment being the end and aim of most poor parents in sending their children to school."

Millions of persons could be induced to teach themselves to read, who are now ignorant, and those who learn to read will become more perfect readers and spellers. There is neither time nor room to demonstrate the above statements; and, in fact, there is no need of further demonstration to those who understand and appreciate the real character of the reform proposed.

But what are some of the objections to the reform proposed?

One of the objections sometimes urged against a strictly phonetic alphabet, and an absolutely correct method of spelling English words, is, that "it cannot be done." But this *cannot* objection is really nothing but a *will not* objection. The fact is, this reform can be easily, effectively, economically and satisfactorily accomplished. If it *will not* be accomplished, it is because ignorance of its merits and *old fogyism* are opposed to it. There was a time when it is said some men were opposed to a change or reform in the custom of requiring horses to drag plows by having them hitched to their tails.

Another objection urged is, that "if we change the present orthography of our language we shall lose its etymology.

If this objection is to have its full value, as claimed, it can apply only to such as have a knowledge of other languages, as well as our own—which number, compared with the number who actually learn to read, is very small. Besides, there are very few of those who know other languages who derive much pleasure or profit from etymology. Is it wise, then, to require the large majority of those who never can learn any other than the English language, to waste so much time in learning to read and spell, when it be avoided?

Then, again, is it wise to continue such an unphilosophical and difficult method of learning to read and spell, as prevents tens of thousands from ever learning, simply to please a few antiquarian etymological curiosities? But these objectors seem to for-

get, or never to have learned, that owing to the present unnatural and unphilosophical methods of spelling, and to our imperfect alphabet, our language is constantly changing, and has already so changed from its original form, that it is more difficult to read English as used in the times of Chaucer, and even of Shakspeare, than to read our common words spelt in any of the new phonotypic characters. Yet our etymologists make no objections to the changes which have already been made in the original English.

The facts are that a phonotypic method of spelling would not prevent the curious and learned etymologist from deriving every advantage from etymological study which he now has; but, on the contrary, we believe it can be clearly shown that a pure phonetic method of spelling would lead more easily and directly to the true etymology of most of our words. Take, for example, the word *Phthisis*, now a recognized English word. Phonetically, the *ph* and *th* combinations would be each represented by a *single* character as they are in the original Greek. The word would no longer be pronounced in English different from what it is in Greek. The *pho*-sound would be restored, which represents our sound of *f*, and we might use the Greek character  $\Phi$ , called *phi*, and the sound might be represented by the Greek character  $\Theta$ , called *theta*. The word then would have the form  $\Phi\Theta isis$ , which would lead the etymologist *directly* to the original. Hundreds of similar cases can be produced, if necessary, and it is not evident that there is a single case where the etymology of an English word would be obscured by a phonetic spelling. The etymological objection must then fall to the ground. It is a phantom.

One more objection will be attended to here, viz: What will be done with all the books printed in heterotopy? Must the millions of money required to print them be sacrificed? The reply is there will be no need of any sacrifice, for these books may be kept for use inasmuch as any one who has learned to read phonotopy would read the old style more readily than he can now read the old English in the times of Chaucer or Shakspeare. And again, it will not cost as much to print books in phonotopy and do all the necessary reprinting of old books in the same type, as it now costs in common type.

After one-half of a generation shall pass away in using the new type, there would be no more use for the common type than

there is now for the old English type and mode of spelling. Thousands and tens of thousands more people would learn to read, and hundreds of thousands of years be saved in learning to read. Give us, then, a correct alphabet and a natural common sense method of spelling.

WASHINGTON, D. C.

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### HEREDITARY CRIME.

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**I**N a paper lately read before the New York State Charities Aid Association, Dr. Harris recorded some of the most startling observations and conclusions that have ever been made public regarding hereditary crime. His attention, it seems, was called to a certain county in the northern part of the State wherein the criminal and pauper classes bore an unusually large proportion to the total number of inhabitants—namely, about ten per cent. The frequent recurrence of certain names in the lists of those thrown by misfortune or crime into the poor-houses and prisons also aroused his curiosity, and an investigation enabled him to collect the following statistics:

“Seventy years ago a child, having no other name than Margaret, was a vagrant about the locality. There was no almshouse and it seemed that the girl lived as a waif, occasionally helped by the charitable, but never educated and never given a home. She gave birth to children, who became paupers like herself; they increased and multiplied until, up to the present time, nine hundred descendants of the friendless woman can be traced. Of this immense progeny, extending through six generations, two hundred of the more vigorous are recorded as criminals, and a large number as idiots, lunatics, prostitutes and drunkards. In one single generation there were twenty children, three of which died young, and the balance survived to maturity; but nine were sent to State prisons for aggregate terms of fifty years, and the rest were constant inmates of penitentiaries, jails and almshouses.”

If this record be true, and the alleged increase is by no means excessive, the question arises, what could or should have been

done in the case of this unfortunate Margaret? Our most humane readers will scarcely deny that any measure, whether preventive or reformatory, would, in view of all the consequences, have been perfectly justifiable. Compulsory education may not be a sovereign reformatory agent in all cases, but we venture to say that if it had been enforced in this State at the beginning of the present century, the county in question would not to-day have such a disgraceful record as the above.—*Christian Union*.

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### PERSONAL EFFORT *vs.* SYSTEM AND METHOD.

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PRESIDENT PORTER, of Yale College, in his address before the Connecticut State Teachers' Association, uses the following suggestive statements:

"A third pernicious feature of our preparatory school is a tendency to rely on system and method, and the various paraphernalia of a well regulated institution, to the exclusion of individual and personal effort. Easy, easy indeed is it to ask routine questions, to record the result in a marking book, to clinch the week's work by a weekly examination, and a term's and a year's work in like manner; far easier than to put questions in such fashion as to find whether the scholar has got at the essence of knowledge, or in such fashion as not only to reach the ear of the questioned pupil, but to thrill with subtle and suggestive power the whole class."

The reading of these two sentences, which in themselves contain a volume of thought, has suggested to us that possibly the ever vibrating pedagogical pendulum has swung too far into the region of *system and method* in these latter days; possibly we have attained to a higher degree of excellence in "*system and method*" than we have been able to reach in the matter of *instruction*.

Instruction is the principal thing—system and method are subordinate things. The latter should subserve the former, whereas the *tendency* is to bury instruction in method, cover it up with system, as suggested by Mr. Porter. Method may truly be considered as the shell, while instruction is the kernel. The kernel gives *form* to the shell, and not the shell to the kernel. Instruc-



tion should determine the method to be pursued at all times, and the right character and adaptation of instruction should be the main subject of thought and study on the part of the teacher. Any "system" which has a tendency to divert this kind of thought and study on the part of the teacher, or to substitute for it the study of *method in the abstract*, must likewise have a tendency to exclude individual and personal effort, and to introduce the automatical. Some of our larger city graded schools may possibly have introduced the *automatic* largely, unawares, and by too much effort at system become faulty, in that they seem to make routine questions necessary on the part of the teacher, in order to "record the result in a marking book, and to clinch the week's work by a weekly examination," which, in itself, is the worst sort of routine. We have known scores of good teachers to become utterly useless in their profession by this very lifeless process of undertaking to substitute "system and method" for *instruction*; or *routine questions*, handed to them from a superior officer, for the living and vivifying force of the contact of mind with mind." These teachers learned the profession in small, independent schools, where they had exclusive control of the instruction, and they adapted method to the nature of the instruction given daily. They "put questions in such fashion as to find whether the scholar had got at the essence of knowledge," etc., and they succeeded; but these excellent teachers, yielding to the promised allurements of larger city schools, hoping to better their financial condition, and possibly to enlarge their professional reputation, have learned, by the experience of a sad failure, that a live, self-acting teacher makes only a very poor automaton; that less of the thought and inspiration of a true teacher would better fit them for turning a crank. These very teachers have failed because they are constitutionally better "Shermans or Napoleons than drill masters."

"I would never be a teacher, if that meant only to turn the handle of never so delicate an organ that went by machinery. I would not be a teacher, if all my work was to preside at recitations, put well-rounded questions, and conduct skillfully questioned written examinations."

The only *prime factor* in every school is the *teacher*. All other factors of the product may vary—they may be divided and subdivided. The teacher is the only constant educational force. The

personal element is the important one, and all good teachers are such by virtue of their personal power. An evident error, that is creeping into our rapidly growing system of graded schools, is the *tendency* to do away with this personal power of the teacher, by placing the "system of school organization" before everything else.

The usual details of educational machinery are worked up in the form of a printed "Course of Study," "Rules and Regulations," "Per Cent. Reports," etc. Nothing further is required than to find persons to care for this machine and keep it in motion. Of late years the smaller cities, towns and villages are going into the "machine business." They make patch work of it. It costs too much to print the 400 page Hand Book of Rules and Regulations, Course of Study, etc., used in large cities; but the village must have a machine, so the authorities cut out portions and reduce the cost of reprinting the lifeless machine—the small "procrustean bed." The best teachers spend very little time in administrative work, in carrying out the details of a system of external rules and regulations.

In some of our graded schools the individual and personal power of the teacher is not felt as it might be and should be. The teacher's mental and moral force, in any school, should have perfect freedom and play. Superintendents and examining boards would do well to examine more minutely as to the quality and quantity of instruction given, rather than to spend their whole energies to determine whether the teacher has executed certain arbitrary rules or followed prescribed methods with dogmatic precision. Let the individuality of the teacher appear and *re-appear* in living questions. Let him put questions in such "fashion as not only to reach the ear of the questioned pupil, but to thrill with subtle and suggestive power the whole class." Let the children have books—interesting and valuable books—let them be taught how to *use books*; let the teacher be *more* than a machine manager; take out the little procrustean beds; let the children have freedom to grow, intellectually, morally and physically; treat them as human beings, free and enjoying all that freedom means, not as culprits to be checked, marched in columns and stunted in growth, to subserve a system that has neither meaning nor end in view, and we shall be saved the humiliation of witnessing the decay and ultimate destruction of our glorious system of free public schools.

O. S.

## ADVANTAGES OF WRITING READING LESSONS.

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[*An Exercise in a Teachers' Training Class.*]

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EVA HALSTEAD.

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1. *It secures study from the pupils.*—In order to write neatly and correctly, it must require time and thought.
2. *It teaches punctuation.*—Pupils cannot copy a verse and place punctuation marks properly without observing them carefully, and thus learning in regard to their proper use.
3. *Teaches correct Capitalization.*—This is accomplished by observation also, by which they soon learn that names of persons, sentences, etc., begin with capitals.
4. *Teaches correct Spelling.*—No one doubts that the best method of learning to spell is by a close observation of words as found in our reading. A pupil cannot copy a verse in reading and do it well without noticing carefully how each word is spelled, and thus impressing it upon his mind.
5. *Teaches Penmanship.*—By the teacher's commending their efforts, pupils will be incited to take great care in forming letters, in order to have neat manuscripts, and will thus improve rapidly in this particular.
6. *Teaches Paragraphing.*—Something very important.
7. *Familiarizes Pupils with good language.*—They are thus taught how to detect the beauties in another's writing, and, by careful study, will be enabled to improve their own expressions.
8. *Teaches how to spell words according to their meaning.*—For instance, words used in a different sense but pronounced the same, as "no" and "know," "to" and "two," etc.
9. *Familiarizes Pupils with different styles of writers.*—They detect the beauties and excellencies of some and the imperfections and follies of others.
10. *Teaches thoughts of others.*—They get a clearer idea of the thoughts by copying them than by reading merely.
11. *Furnishes Employment.*—When pupils have something assigned them to do which they feel competent to perform and in which they feel interested, they are delighted to do it.
12. *Secures definite understanding between teacher and pupils.*—The pupil knows just what and how much is expected of him and

will endeavor to do it; and the teacher understands that if the pupil has written so much correctly, he has at least studied that portion of the lesson, if no more.

13. *Teaches pupils business habits.*—By having them write these verses on papers and fold their papers neatly, writing the name on the back, numbering the manuscript, etc., both accuracy and neatness will be acquired.

14. *Keeps a record of pupils' work, by preserving each manuscript.*—These papers may be shown to visitors, and also when pupils take them home parents will see what they have been doing.

15. *Secures good management of the school.*—No one can be a good teacher without managing his school well. Such a love of the work is created that pupils have no time for idleness and mischief. By having pupils write on their slates they are led, as we have already shown, to a critical examination of the lesson to be read, and they thus become familiar with it and, what is of still greater value, if this practice is continued they form a habit of mastering any literary work wherever they may find it. This power will be of great benefit in other studies, because they have become thoughtful and intelligent readers, and will not pass over anything without fully comprehending its meaning.

NATIONAL NORMAL SCHOOL, LEBANON, O.

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PERHAPS you have noticed, by the way, how a common-place adjective, when simply and truthfully applied, takes on and holds perennially a fresh and peculiar meaning. What could be more common-place than "admirable," "silent," "pious," "venerable," "great," "yellow," "blue," "primeval." Who would think that the application of these qualifications to names of persons, places, or things, could make epithets that time cannot out-wear? And yet, this is the way we get the Admirable Crichton, William the Silent, Pious Æneas, the Venerable Bede, Peter the Great, the Yellow Tiber, the Blue Danube, the Forests Primeval, and a thousand undying phrases of prose and verse.—"*The Old Cabinet*," *Scribner's for March*.

## OFFICIAL DEPARTMENT.

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In assuming the duties of the office of Superintendent of Public Instruction, I desire to solicit the co-operation and assistance of the teachers and school officers of the State.

I shall be glad of any information that will enable me to better understand the condition and wants of the schools; and any service the department can render that will aid you in your work will be cheerfully given.

While our schools have already made a proud record, there is still a higher plane to be reached, there is still a greater work to be done. Let us therefore unite in an earnest effort to the end that this work may be successfully prosecuted.

J. H. SMART,

Superintendent Public Instruction.

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In answer to inquiries concerning recent amendments to the school law, the following synopsis of the more important changes is furnished for the information of school officers and teachers:

1. The county superintendent will be appointed by the county commissioners in June.
2. The compensation has been reduced to three dollars per day.
3. Applicants for license are required to pay a fee of one dollar for examination, and no per diem can be charged for time spent in such examination.
4. The number of days allowed for visiting schools is to be determined by the Board of Commissioners, provided the number of days so allowed shall not be more than one-half the number of schools in the county.
5. The number of days allowed for office work cannot exceed twenty.
6. School trustees of cities and incorporated towns are to be appointed in June, instead of April, and must reorganize each year.
7. Only experienced teachers can hold the office of Superintendent.
8. School Boards are allowed to receive tuition from non-residents.

NOTE.—These amendments went into effect on the 9th of March, 1875.

There are other amendments to the school law not given in this synopsis, because they are not of general interest. An edition of all amendments will be printed and circulated as soon as possible.

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The Department of Public Instruction has been removed to room No. 3, Chamber of Commerce, corner Tennessee and Maryland sts.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THE subscribers to the Educationist will, in the future, receive the Journal the *pro rata* time of their subscriptions: i. e. the price of the Journal being \$1.50 and that of the Educationist \$1, the subscribers to the Educationist will receive the Journal for *two-thirds* of the time their subscription has yet to run for the Educationist. We presume this will be satisfactory to all.

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THE INDIANA SCHOOL JOURNAL has, for some time past, enjoyed the enviable reputation of being 'one of the most "*practical*" educational papers published in the United States. The *Educationist* has from the first made a specialty of the *Philosophy of Education*, and has met a warm reception and the hearty indorsement of leading teachers and thinkers throughout the country. It is proposed, in the consolidation of the two papers, to retain the characteristic features of each. It will be the aim and the study of the editors to still make prominent the *practical* features of the paper. Every number will contain common sense directions and suggestions as to how to teach and how to govern—matters that teachers in the common schools can take with them into their school rooms and apply in their every-day work. They fully appreciate the fact that for the masses of the teachers the *methods* of teaching—the *how*, will be most appreciated and most helpful; and

that it will be ever pointing backward, or downward, or inward to the abstract from whence it sprung. The teacher needs to have the abiding conviction that he is building not for to-day nor for the immediate future alone, but for all time; that the character of the man and woman is to be determined by the motives that are the mainsprings of action in the boy and girl; and that he has much to do in determining these motives.

To bring this already too long article to an abrupt close, we will say that we believe in the exercise of authority, and in the beneficial influences of personal regard, but that neither nor both should be relied upon to secure obedience. They are important agencies in awakening and making active the moral sense that makes the child a law unto himself and loyal to the right, but they are only agencies. The proper end of school government is self-control, and the means adopted to secure the one ought to tend to the development of the other. B.

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### THE HIGH SCHOOL QUESTION—I.

Careful observers of the signs of the times have not failed to notice that there is a rapidly growing sentiment among several different classes of society, of opposition to Free High Schools and Colleges as a part of the public school system.

The objectors insist that "free instruction in the public schools should be confined to the elementary branches. A child which at fourteen or fifteen has been thoroughly drilled in reading, writing, arithmetic, drawing and the simpler parts of physical geography and, if possible, musical notation, is fitted either to begin to learn a trade, or to enter a higher academy for further studies. But as all cannot afford to send their children to an academy or college, it is not fair to burden all with the support of these higher schools. For the more extended education, those who desire it ought to pay. It is not required for the safety or welfare of the State that all children shall be trained or prepared for professional or business life. It is an injury to the community when a public school system is made to foster false pride and vain ambition, and to fit youth for a limited range of callings which are easily overstocked."

These objectors are:

1. The politician, who fancies that he has caught a hobby upon which he may ride into power. He would lighten the burden of tax that is weighing down the poor man, but he neglects to say that he would thereby deprive that poor man's son of perhaps his only chance of carving out for himself a better fortune than has fallen to the father.

2. Such religious bodies as believe that the school should not be divorced from the church. Among these the Romish church is prominent. They are unfriendly to the American free school, for the reason above given; and they especially object to being taxed to pay for that higher

education that lifts its possessor out of the reach of a superstitious reverence for the authority of the church.

3. The founders and supporters of denominational colleges, who need the patronage of those "who desire a more extended education."

4. A large number of persons who, from want of time, inclination or ability, take but a superficial view of the subject, and accept the dictum of some one of the above classes as truth, and close their ears against the intrusion of all opposing arguments.

The politician calls all supporters of higher education "educational enthusiasts." With the unthinking million this name is sufficient to brand their reasoning, sophistry; and their conclusions, delusions.

This is not a new field of warfare. The ground has been fought over times without number. Higher education has finally been declared the victor in some of the older European countries, but in free America the pendulum of popular favor yet vibrates between the alphabet and the greatest and most varied knowledge. Yesterday, it would have founded a university that would rival that of Berlin; to-day, it would confine the work of its university to the spelling-book and the multiplication table.

We are now in the age of "reform." We are swinging backward toward the alphabet. Learning to spell is just now the chief end of man. Anything above this is "false pride and vain ambition."

Notwithstanding, we shall in our next number undertake to state some of the reasons why "free instruction in the public schools should" not "be confined to the elementary branches." B.

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### SCHOOL LEGISLATION.

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We wish to say something about what the last Legislature did for the school law of this State, but find ourselves much in the condition of the notorious swearer, who was hauling sand up a hill and on reaching the top found that the "end gate" had given way, and that he had lost his entire load. Some interested spectators gathered around him, expecting to hear a volley of oaths; but when he said not a word—simply stared in amazement—a bystander said, "why don't you swear?" Shaking his head disconsolately he replied, "I can't do the subject justice. It isn't worth while to begin."

This expresses our feeling exactly as we read over the late law *abolishing* county superintendency. We are tempted to call those who are responsible for this great blunder, by very hard names; but, after we have used up our vocabulary of epithets, we feel conscious of having only faintly pictured their comprehension of this important subject: so we give up all hopes of doing the subject justice, and will say, in a very unimpassioned way, that county superintendency is "*reformed*"!! The name is left, but all the vitals are taken out of it. (A synopsis of the principal amendments will be found in the official.)



The principal defect of the old law was that the price paid was not sufficient to secure the services of competent superintendents, in many cases. The best teachers could secure places much less laborious, that would pay them better salaries. In many counties good superintendents were compelled to resign or connect some other business with that of superintending. Instead of remedying this defect, the late legislature added to it. It reduced the salary from \$4 to \$3 per day. It also made the *maximum* number of days to be spent in visiting schools *one-half* the minimum number fixed by the old law. Twenty days are allowed the superintendent for office work. Each teacher is required to pay one dollar for the *privilege* of being examined.

In an average county, where the commissioners have sense and backbone enough to allow the superintendent the full number of days for visiting schools, the superintendent's salary may summed up as follows:

1. Visiting schools, fifty days .....	\$150 00
2. Office work, twenty days .....	60 00
3. Holding county institute.....	15 00
4. Holding township institutes.....	50 00
5. Examination fees.....	75 00
Total.....	\$350 00

According to the judgment of these men, who deem their own services worth \$8 per day, \$350 should be a sufficient compensation for a man capable of standing at the head of, and directing the educational interests of a county. Besides, the commissioners have the power (and will exercise it in nearly one-half the counties) to cut off all days for visiting schools. This will leave, as the superintendent's salary, the princely sum of \$200.

We are inclined to think that it would have been better, had the legislature made a clean sweep of it and abolished the law in name as well as in fact. In this case the reaction would have come sooner and the State would have sooner regained its former high standing and upward impulse in educational matters.

#### THE OTHER SIDE.

"It is not worth while to cry over spilt milk." If county superintendency is badly demoralized, we are still as well off as Ohio, Michigan and many other States, and we must not become discouraged. This only furnishes a renewed and striking proof that there is a great work to be done by the teachers of our young and growing State.

For the last ten years Indiana has moved steadily forward in educational matters, and in that time perhaps no other State in the Union has made greater educational progress, and had it not been for this unfortunate retrograde, in a few years more would have stood in the front educational rank. As it is, let us resolve that we will not go backward. If our wise (?) law-makers will not permit us to advance, let us fight valiantly to hold the ground we have already gained, and in the meantime

hope and *work* to the end that the next legislature will unclog our educational wheels.

If we are to be deprived of the visits of the county superintendent, in whole, or in part, we must try to make up this loss by holding better county institutes, by making the township institutes more practical, by making greater individual effort. "Where there is a will there is a way." A good feature of the new law is that only practical teachers, of at least two years' successful experience, can hold the office of superintendent. This will generally have the effect to keep the office out of the hands of one-horse lawyers and doctors who would, in many instances, take it simply for the little money there is in it. Let teachers and trustees, and all who are interested in the welfare of the schools, see to it that the commissioners, at their June term, appoint to this office the very best available man. Politics should be wholly ignored, and *competency* alone made the test of qualification.

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"STRICTLY CONFIDENTIAL."

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We give below a "strictly confidential" letter received by one of our county superintendents. We give it *verbatim, literatim, et rascalim*.

CHICAGO, Jan. 6, 1875.

DEAR SIR:—Knowing your influence among the trustees of your county, and wishing to increase our school furniture trade, we write to you to see if we cannot interest you enough, so that you would give our furniture the preference and recommend it to parties in your county in want of school desks. We do not wish to palm off, through your influence, a desk without merit; on the other hand, we have the best desk in *America*, and its merits are well known, and will do credit to any one selling or recommending it.

We would like to make some arrangements with you to look after our interests in your county, that would result to our mutual benefit.

Please favor us with a reply in regard to the matter, which shall be strictly confidential on our part.

Awaiting your reply, we are

Yours, very respectfully.

This is signed by the Sherwood School Furniture Co. "P. E."

We presume other superintendents have received the same letter, or a similar one, and therefore we have a word to say. "Arrangements \* \* that would result to our mutual benefit" \* \* \* "which shall be strictly confidential on our part," seem to be the main point. That is, the Sherwood Company proposes to *bribe* superintendents to introduce their furniture. Such a letter is an insult to every officer receiving it, and we trust it has been uniformly treated with the contempt it received at the hands of the superintendent who furnished us this copy.

Two years ago the Excelsior Furniture Company, of Cincinnati, sent a similar proposition to the township trustees of this State, and we gave it light through the pages of the Journal. We are not accustomed to do *free* advertising, but are sometimes forced into it. Any superintendent or trustee receiving such dishonorable propositions will do a public service by forwarding the same to us. No honorable man will make such a proposition to a person in an official position, and no honest official will accept such an one. Under the circumstances, any superintendent or trustee who shall use his influence, it matters not how innocently, for the introduction of the furniture of either of these companies, lays himself open to the suspicion that he has been *bribed*.

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We are glad to know that superintendent Smart contemplates making a change in the old method of estimating the average length of school terms in both county and State. Our present law, for *convenience* in making out reports, counts a *system* of schools a single school. For example, Indianapolis, with more than 150 teachers, has, by the present method of computing, but a single school. This method has nothing in its favor but *convenience*, while it is absurd, absolutely false, and does the State great injustice. Let us illustrate by taking Marion county. There are 150 schools in Indianapolis and about the same number in the county outside of Indianapolis. The length of the school term in the city is ten months; the average length outside is about six months. Now by counting each room a school, the average for the county is eight months, whereas, if Indianapolis is counted but a single school the average length of school term for the county is but a *small fraction* over six months. Thus it is seen that the present method makes a false showing that is greatly to the detriment of the county. What is true of Marion county is true of every other county in the State, to a greater or less degree. According to the State Superintendent's last report, the average length of the school term for the State is 118 days, whereas, by a fair estimate, the number should be over 130 days. We know of no other State that does itself this great injustice, and Indiana cannot longer afford to continue this course of self defamation.

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At a recent teachers' meeting Prof. Olney, of Michigan University, read a paper on "Examinations, their Purpose and Methods," in which he took the ground that "final examinations" should be abolished. He prefers to promote pupils on the average of their daily record.

While it is doubtless true that in many instances too much dependence is placed upon these examinations, it would be a fatal mistake to abolish them. There must be some *standard* of promotion or all gradation will be destroyed. If pupils are promoted on their class standing, you necessarily have just as many standards as you have teachers, and between the extremes of these there always exists a great difference.

We will agree that depending entirely upon final examinations will *occasionally* do injustice to certain pupils. It sometimes happens that an examination does fail to show a pupil's relative standing, but such cases are exceedingly rare. (We speak from an experience of ten years in the school room, with regular monthly, as well as annual examinations.) It sometimes happens that a timid child will fail, in a public *oral* examination, to do himself justice, and even here the number of cases is exaggerated: ten fail from ignorance where one fails from fright. But where examinations are conducted in writing, the children having been properly taught so that they can thus express their thoughts readily, in ninety-nine cases out of every hundred the result may be relied upon as being approximately correct.

After saying so much for "final examinations," we wish to add that we do not believe that they should be wholly relied upon for promotions. There are many contingencies, which should always be considered, that these examinations can never show. For example, the age, the opportunities, the application of the pupil can only be determined by the teacher, and no superintendent should ever take the responsibility of deciding doubtful cases from per cents. alone, but should *always* consult the teacher.

Another vital mistake made by Prof. Olney is that this plan implies the necessity of keeping a daily record of recitations, something entirely impracticable in lower grades, and of exceeding doubtful utility even in the high school.

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INDIANA "has got it"—got it fearfully—we mean the "spelling-school mania." We put it very mildly when we say that spelling schools are the *rage*. Hardly a school, a church, a society, an organization of any description that has not had its spelling school, or that is not now arranging for one. Churches no longer hold festivals; they *spell*. Y. M. C. A.'s no longer have lectures; they *spell*. Fire companies no longer have balls; they *spell*. Everybody spells—spells for fun—spells for money. The hurricane first struck in this State at Indianapolis. A committee from the Y. M. C. A. engaged the Academy of Music, agreeing to pay \$85 for its use for a single evening. Circulars were issued, the affair advertised extensively through the daily papers, about fifty leading citizens were advertised to take a part in the spelling, and the result was that the Academy was *jammed*, and the Y. M. C. A. cleared above all expenses over \$260.

The prizes offered were Webster's Unabridged for the last one on the floor; Worcester's Unabridged for the next to the last one, and a spelling book to the one who missed the first word; to this last prize a benevolent gentleman added a load of coal. It may be a matter of interest to some of our readers to know that the editor of the Indiana School Journal got the load of coal. He also got a *beautiful* bouquet, not on the programme.

The words missed on the occasion were: allege, measles, jasmine, seraphim, diocese, paroxysm, dentifrice, repartee, effervescent, mortgageor, errata, homogeneous, prey, magazine, palanquin, osier, nickel, sylphid, ciliiform, xylograph, cineritions, idiosyncrasy, millionaire, pyx, ptarmigan, spatial, saponaceous, ipecacuanha.

We always did believe in the old-fashioned spelling schools, and as a matter of course indorse this *revival*. They furnish a very pleasant recreation, and, at the same time, extend a knowledge of the orthographic science.

It is said that this spelling excitement originated in Ohio in the same town in which the temperance crusade started.

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J. H. SMART entered upon his duties as Superintendent of Public Instruction on the 15th ult. He is a man of good ability, possesses more than ordinary enthusiasm and activity, and has a laudable ambition to fill the high office he now holds in such a way as shall be creditable to himself and beneficial to the State. We believe that he will succeed in doing this, but regret that the late legislature placed so many obstacles in his way. County superintendency is the most effective means through which a State Superintendent can work, and just in proportion as the former is rendered inefficient, is the latter disarmed of power to build up the country schools. Mr. Smart came from Fort Wayne to Indianapolis several times during the session of the legislature, at his own expense, and did all he could to prevent injurious school legislation, and regrets the action taken as much as any one. He is casting about him now with a view to determining the best course to take under the circumstances. We tender him the support of the Journal in all laudable undertakings, and feel safe in pledging him the hearty co-operation of the teachers of the State.

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WE wish to call special attention to Miss Lathrop's article in this issue of the Journal. It is quite lengthy, but we hope no one will fail to read it on that account. It is full of good sense and good suggestions, and many of the points made are worthy the earnest attention of both teachers and superintendents.

The article on "Reform in English Orthography," will be of special interest just now. Mr. Richards, the author, was for years superintendent of the Washington City schools, and is good authority on any educational subject he may discuss. His article, and that of Mr. Harris last month, give a full and fair presentation of this vexed question.

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IN our next issue Prof. Jordon, of the Indianapolis high school, will begin a series of articles on natural science, which will consist almost entirely of notes taken from the lectures of Prof. Agassiz, while on Penikese Island. These will doubtless be both interesting and instructive.

## MISCELLANY.

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**PUBLIC LIBRARIES—NEW IMPETUS.**—As an educational instrumentality, the Public School Library is of more than secondary importance, as its form begins to crystallize under the new law. In our State the City of Indianapolis was the first to lead off in the establishment of a valuable Public Library, under the control of the Board of Education; but the City of *Evansville* is close on the "heels" of the capital in this new enterprise. The Evansville library has just opened with a \$5,000 purchase of *new books* and about 4,000 old ones, donated by the City Library Association. It is conducted by the trustees of the city schools, who have exhibited good taste and excellent judgment in fitting up the best building for library purposes in the State. On one corner of the high school lot, entirely detached from all other buildings, they have located the library. The building is 34x60 feet, made of brick, well lighted and airy, high ceiling, conveniently arranged and easy of access. Mr. Bassett Cadwallader, formerly from Indianapolis, is the Librarian. The Board of Trustees are: Luke Wood, Esq., Dr. H. W. Cloud and J. H. Pollsdeffer, Esq., all of whom deserve great credit for the energetic manner in which they have inaugurated this important auxiliary to the public school system of the city. The town of Muncie has, in like manner, taken advanced grounds in this matter. We see no good reason why a hundred other towns in the State should not organize public libraries. Certainly, next to the school itself, no other investments will pay as well as to inaugurate the library system, now made possible by the laws of the State. What important city will be next to inaugurate a library?  
O. S.

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**LAPORTE**—Has not only a "*Swift*" superintendent of schools, but a *Lyon* in the high school. Miss M. E. Lyon, of the Laporte high school, has not been long enough in the State to become generally known, and we predict that if her accomplishments, education, general appearance and extraordinary ability to *teach* were more widely known, the city of Laporte might not be so fortunate as to retain her valuable services.

Mr. James R. Goff is principal of the high school, and is doing a splendid work. He has seventy students in regular attendance, thirty-one of whom are studying Latin. Superintendent Swift knows how to manage schools. Laporte employs twenty-three teachers. One special

teacher for German and one for music. The high school has splendid accommodations. Good rooms, neatly furnished; extensive chemical and philosophical apparatus, and good reference library. A class of six students will graduate at the close of the present school year.

NEWCASTLE.—The schools at Newcastle, under the supervision of Prof. Geo. W. Hufford, one of our most scholarly teachers, as well as a sensible superintendent, are in a very prosperous condition. The attendance is over 500 pupils, about 50 in the high school. Eight teachers are employed. Mrs. Lois G. Hufford, so well and favorably known to the readers of the Journal, is teaching in the high school.

One feature of the Newcastle high school, specially commendable, is the *completeness* of the course of study. Prof. Hufford holds his pupils down to a four years' course, and includes the Latin and Greek as elective studies. The first class will graduate at the close of the present school year.

SOUTH BEND.—The South Bend schools have some distinctive features. One is the separate management of the elementary and high schools.

Mr. D. A. Ewing is superintendent of the former, and Mr. Benjamin Wilcox of the latter, which has no connection whatever with the elementary schools.

A novel but very interesting feature in the management of the lower schools, is the substitution of gymnastics for the ordinary out-door recess. This plan seems to work splendidly in South Bend, but whether superintendents of less executive ability and energy than Mr. Ewing could make a success of this plan, is certainly questionable.

In the matter of Penmanship, the South Bend schools are *ahead*. Little is done with drawing. We have seen arithmetic taught better, but in most other branches the South Bend teachers are above the average. The school buildings, six in number, are in good condition. The pictures, mottoes and school-room decorations are equal to the best in the State. The high school is a good one. Prof. Wilcox is a regular "*Socrates*" in method. The pupils all like him.

KOKOMO.—The editor of the *Kokomo Democrat*, after spending a week in attendance on the semi-annual examinations of the public schools, closes a lengthy report as follows:

"After this extended visit to the public schools of this city, we are free to announce the conviction that our schools, under the wise supervision of Prof. Cox, are now in the most prosperous condition they have ever been, to our knowledge."

AURORA.—E. S. Clark, "an old bachelor," is sup't.: Miss Lucinda Stratton is principal of the high school. There are 14 teachers in all. Our reporter says: "The schools are in *good* condition." Dr. Sutton, a citizen of Aurora, is greatly interested in education, and especially in scientific education.

ANGOLA.—The schools of Angola are reported in good condition; this is nothing new, however. The higher departments are overflowing. About seventy foreign students are in attendance, most of whom are preparing to teach. L. R. Williams is the superintendent. The schools of Steuben county are also highly spoken of. Certainly but few counties in the State can boast of so good a superintendent. J. W. Cowen is the man.

WABASH.—A recent monthly report of the Wabash schools gives us the following facts: Enumeration, 980; enrollment, 720; daily attendance, 590; per cent. of attendance, 94.5; cases of tardiness, 6 girls, 16 boys. No cases of tardiness in rooms no. 4 and 6: and rooms no. 3, 5, 8, 11 and 12, had but one case each. This is certainly a good showing.

D. W. Thomas is superintendent.

SHELBYVILLE.—The schools of Shelbyville are very efficient. The superintendent, W. A. Boles, is a great genius, and supplies all needed maps, blackboards, apparatus, etc., of his own making. This is good for the schools, but hard on his time and pocket. Prof. T. Harrison is principal of the high school, and has it in good working order. The Prof. is always *full* of whatever he teaches.

GREENSBURG.—C. W. Harvey and twelve teachers do the work in the Greensburg schools. W. P. Shanon is principal of the high school.

Mr. Harvey is one of those quiet men who say little, and yet have the faculty of securing the most satisfactory results.

KENTLAND.—The North-western Normal School and Commercial Institute, at Kentland, opened March 22, with a good attendance and an excellent corps of teachers. B. F. Niesz has charge, and never does other than good work.

COCHRAN.—J. A. Cucaden is principal of the Cochran school. He has an original and effective method of conducting recitations, and a pleasant manner of governing. He is married — to music.

RISEING SUN.—The school building here is very fine, and is kept clean and neat. There are ten good working teachers under the supervision of E. P. Stultz.

VEVAY.—With one or two exceptions, the schools in Vevay are in excellent condition. P. T. Hartford, formerly of Kentucky, is the superintendent.

MADISON.—The Madison schools have no superintendent, except the president of the School Board, Rev. Mr. Hutchinson, who gives a great deal of his time to the work. Miss Mary Reed, principal of the high school, is a teacher of more than ordinary ability. Mrs. Barnes, principal of the upper seminary, and Miss M. F. C. Kendall, principal of the lower seminary, both have good schools.



**LAGRANGE.**—The majority of the winter schools of our county have closed, and the trustees are preparing for the summer term. The schools of this county will average about eight months, including the summer term, which is a decided improvement over past years. Sup't. Crane is doing all in his power to elevate the schools to the front rank. He has advanced the cause very much by urging the teachers to a higher grade of scholarship. As a consequence, the institutes have been well attended, and a greater interest in educational matters has been shown than ever before in this county.

There has also been a change in the standard of examinations. It has been the custom heretofore to lower the standard of qualifications in the spring and summer, to accommodate a class who wish to teach during those seasons. Our county superintendent has announced that in place of lowering the standard of licenses, the teachers would have to elevate themselves. This will give our summer schools higher rank.

Superintendent Crane makes the following statement: "There are in the county 116 schools; all have been visited and thoroughly inspected. I have held an institute in each township, eleven in number, found but six of what may be termed poor schools. There is almost a perfect uniformity of text-books. Having been in the county for several years, I can safely say that the schools have increased 35 per cent. in the last two years." This is the result of county superintendency.

The schools of the town of Lagrange are flourishing finely. They have been thoroughly graded, and although the patrons at first found a difficulty in conforming to the grades, yet, at present, scholars, teachers and patrons are working in harmony. When the new school building is finished, the Lagrange schools will be second to none in the State.

D.

**HUNTINGTON.**—This is one of the live towns of Indiana. Its schools are doing good work under the supervision of Jas. Baldwin. The town sustains a good course of lectures. Enough season tickets were sold before the beginning of the course to pay all the lecturers engaged and to employ an additional one. We have heard of no similar instance. Huntington is also the only town in the State, so far as we are informed, that has a *truant law*. The city marshal is authorized to arrest any boy found on the street during school hours. It has had a salutary effect on that class of boys most in need of it. The superintendent says, "our per cent. of attendance has at no time fallen below 95."

**LAWRENCEBURG.**—The annual oral examination of the Lawrenceburg schools began March 21, and continued till the 26th. They closed with a grand social on Thursday evening. We believe in public oral examinations, and in socials for the special benefit of parents. Go on, friend Butler.

**WORTHINGTON.**—Has arranged to build, in time for the next year, a new \$16,000 school house.

LOGANSFORT.—Logansport has a training school. Miss Fannie O. Kimber is principal and teacher of methods; Miss Ella Miller is critic; both graduates of Oswego Normal School. Eight pupil-teachers are admitted, and there are four practice rooms. One-half the class take methods, while the other half teach under the supervision of the critic teacher. Pupil-teachers get no pay. The amount paid the principal and critic amount to the same as would be required to pay regular teachers of these four rooms, at the lowest rates. The school is doing good work. Other cities may get a suggestion from the above that will be of benefit to them. J. K. Walts is superintendent.

NOBLESVILLE.—The Noblesville schools have been making good progress the present year, under the supervision of E. E. Henry. Owing to mismanagement of the school fund, the public schools will close at the end of six months. Mr. Henry goes back to Worthington, and Miss Annis Henry, principal of the high school, will open a private school at the close of the public term.

SPICELAND.—Spiceland Academy is one of the best institutions of its class in the State. It is all that it pretends to be, and is noted for its good, honest work. In this school students are held more strictly to regular courses of study than in many others. This strikes us favorably—the *tendency* now is to give too much latitude in the selection of studies. Timothy Wilson is principal.

GREENWOOD.—F. O. Brundick, for some time a teacher in the public schools of Franklin, is now principal of the graded school of Greenwood. For the past two years he has been attending a normal school in Wisconsin, from which he graduated in the class of '74. Greenwood has as thoroughly a graded school as any village in the State. The high school department is well managed.

MARION.—Marion is to have a "Central Normal School." It will open April 5, and is intended to be permanent. T. D. Tharp, county superintendent, is to have charge, and judging from his former success in normal institutes, he will make this a success.

MARTINSVILLE.—B. F. French, superintendent of the Martinsville schools, in the three years he has been there, graded and brought them up to a good standard. A good corps of teachers will always make good schools. Martinsville pays no teacher less than \$50 per month. This is doing well for a place of that size.

CONNERSVILLE.—We had the following as the result of a week's work in the Connersville schools: "One room had 100 per cent. in attendance and punctuality; three others reached 99 per cent., and the general average was 96.3." This shows well, friend Rippetoe.

LAGEO.—W. C. Baker will open, April 12, a select school in Lagro. A normal class will be organized and maintained during the term.

**CLEAR SPRING.**—The Clear Spring high school is one of the best in that section of the State. B. F. Owens, a thorough going teacher, is the principal. He is assisted by Miss Mollie S. Smith.

**BEDFORD.**—The public school people of Bedford are happy because the school trustees gained the suit deciding that they had the right to receive tuition from non-resident pupils. A late law decided the same case in the same way.

**WILLIAMSPORT.**—The schools of this town have been very much improved within the last year. A new school building and new teachers, backed by such a trustee as Rev. W. J. Essick, are sure to give an upward impulse to education.

**FULTON COUNTY.**—We will have seven months school in this county during the year. Teachers' reports have afforded an opportunity to make a comparison of the educational work of the several townships, and a course of study adopted and properly applied will add increased interest to the full comprehension of the school work. Intellectual arithmetic and penmanship are two subjects that have been woefully neglected in our schools; but gradually this work is finding place in the school room. Good work has generally been done by the teachers during the winter.

W. H. GREEN.

**JENNINGS COUNTY.**—The schools of this county have been gradually improving since John Carny, the present active superintendent, took charge of them. The township institutes generally did well.

**CLARK COUNTY.**—Perhaps no county in the State has made more improvement through the efforts of the county superintendent than has Clark. Superintendent Goodwin has been indefatigable in his work, and accomplished much for the schools. He has warm friends among the better classes, and deserves to have.

**ELKHART COUNTY.**—All the schools in Elkhart are nicely graded and every teacher in the county holds monthly examinations testing the work of each month, a record of which he leaves in a book prepared for the purpose. The monthly reports are a success. A course of studies has been adopted for the improvement of teachers, which is carried into the township institutes. Public sentiment, in this county, is sound on school questions.

Thanks to the efficient county superintendent, D. Moury.

**POSEY COUNTY.**—The schools of this county are improving. Teachers are better than formerly. New buildings are going up. Four townships have each a graded school. Much of this improvement is due to our county superintendent, who has worked zealously.

The Smith township graded school enrolls 97. Average daily attendance, 92. Number of teachers, 2. The school is above the average.

C. W. Mills is principal.

**PARKE COUNTY.**—The schools of Parke county have generally been very satisfactory throughout the winter. The teachers have taken a lively interest in their work, and have contributed their share in the effort to raise the standard and promote the efficiency of our schools. I doubt if any county in the State can boast of a better class of teachers than Parke. Our standard of qualifications is 10 per cent. higher than the State model. At our last examination there were 41 applicants—20 failed altogether, 17 obtained license for 6 months, 2 for 12 months, 1 for 18 months, and 1 for 24 months. Our system of monthly reports to parents and to the superintendent has proved a decided success.

Monthly examinations have been held by nearly all the teachers, and are growing in favor with scholars and parents. The course of study adopted in the fall of 1878 has been followed and its effects made clearly apparent.

Altogether, the future of Parke county looks bright. Our teachers, without exception, are favorable to the system of special supervision of their work, and our associations with them, during the school visits, were of the most pleasant character.

E. C. SILER, Sup't.

**BARTHOLOMEW COUNTY.**—Schools doing well. Average length, six and a half months. Good teaching the rule, with a few exceptions. Township institutes have been valuable auxiliaries in most of the townships. Popular educational sentiment good. Monthly and quarterly reports and examinations have been attended with excellent results. The schools of Columbus, under the supervision of A. H. Graham are not often surpassed for efficiency. Total number of teachers in the county, 137. A normal school will be held in Columbus during July and August, under charge of Prof. Graham. J. M. Wallace, the county superintendent is full of interest in the work, and keeps things moving.

**MASS MEETING.**—A mass meeting among the teachers of Morgan county was held in Martinsville on the 13th of February, pursuant to a call made by H. N. Short, county superintendent, and B. F. French, superintendent of the Martinsville schools.

The following subjects were before the meeting: Arithmetic, Grammar, The Social *vs.* the Drawing-out Process, Punctuation, The Relation of Graded Schools to Common Schools, and The Condition of the Morgan County Schools.

Profs. Cathcart, Short, Carr (of Gosport), French and Miss Cox, took part in the work of the day.

The attendance was good, the interest marked, and all went away feeling that the day was well spent.

THE Legislature gave to Purdue University \$20,000 with which to purchase apparatus, cabinet, library, etc. It gave to the State Normal School \$18,000 to pay debts with, \$10,000 with which to *partly* finish the building. It gives nothing at all to the State University.

THE city superintendents of this State will hold a meeting in Indianapolis, beginning April 7, and continuing till the evening of the 9th. The object is to compare notes—methods of managing their schools, and to discuss such matters as would not be of special interest in a general teachers' association. One half of each day will be spent in visiting the city schools. These meetings are not only very interesting but highly beneficial, and every superintendent in the State should make it a point to be present, unless providentially hindered.

STATE NORMAL SCHOOL.—Mr. James A. Young made his first official visit to the State Normal School the first of March, and reports it in good condition. There were 148 students enrolled during the winter term. He believes that the school is not understood, or appreciated, and when it is once set before the public in a tangible, comprehensive manner, that the demand for normal drill will be greater than the capacity of the school to furnish.

HARVARD UNIVERSITY, in order to afford an opportunity for teachers of natural science and special students in geology to get a *practical* knowledge of the subject under the most favorable circumstances, have arranged to establish a summer school of geology during July and August, at a point near Cumberland Gap, in Kentucky. The best of instructors will be provided. A fee of \$50 will cover the expense for tuition, tents, equipage, etc. For further particulars address J. H. Harria, Cambridge, Mass.

WE believe it has been decided to hold the next National Teachers' Association at Minneapolis, Minnesota. The Association is usually held the first week in August, just the time for excursions to the North. A magnificent trip it will be, to go by the lakes and return by the river, or *vice versa*.

SOMETHING NEW.—Wilson, Hinkle & Co., by the first day of May, will give to the public a "bran-splinter-fire" new set of Readers.

QUERY.—Please give an explanation to the following problem in your next issue: What is the product obtained by multiplying 25 cents by 25 cents?

INDIGNATION.—The teachers of Lawrence township, in their institute held at Clark's Hill, *Resolved* the late legislature unsound on the school question. It is hardly necessary to add that the schools of this township are in good condition.

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## PERSONAL.

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JUST before superintendent Smart left Fort Wayne for Indianapolis, to enter upon his official duties, the teachers of the Fort Wayne schools made him a most magnificent present. It consisted of a beautiful silver

water pitcher and goblets, a silver fruit basket of the most approved pattern, and a large volume of very fine engravings. The presents were quietly sent to his house, with a short note from the donors, which was all very nice as it relieved the recipient of the embarrassment of making the usual speech on such occasions.

H. H. BOYCE, formerly of this State, now agent for Wilson, Hinkle & Co., with headquarters at Milwaukee, recently paid a flying visit to his old home.

A. C. SHORTRIDGE was made a member of the State Board of Education by the General Assembly, by virtue of his being president of Purdue University. It was according to the original plan that all the State educational institutions should be represented on this Board.

JAS. A. YOUNG has resigned the superintendency of Fountain county to take an agency for the Higgins Bent Wood Furniture Company.

Mr. Young was, without question, one of the most efficient superintendents in the State. He gave up superintendency because it didn't pay.

F. M. DICE has been appointed superintendent of Fountain county vice J. A. Young, resigned.

D. S. JORDON, Professor of Natural Science in the Indianapolis high school, was recently married to Miss Bowen, of Mass., whose acquaintance he formed while studying under Agassiz on Penikese Island. The Professor thinks her a fine *specimen*.

JOHN COOPER has been appointed superintendent of the Richmond schools for the next year, at a salary of \$1,900. The Richmond School Board are "taking time by the fore-lock," and trying to make sure of a good man by electing him early. Mr. Cooper is a good superintendent, and Richmond could not well spare him.

H. G. WOODY is principal of the New London high school. The school is doing well.

WM. L. MATTHEWS, superintendent of Kosciusko county, made us a call when in the city a few weeks ago. He reports the educational sentiment in his county good, and getting better.

FRANK LACY, formerly of Noblesville, is now teaching in China at a salary of \$200 per month, in gold.

J. H. MADDEN and J. P. FUNK will hold a six weeks' normal school at Corydon, beginning about the middle of July.

PROF. A. B. ORR, of Pittsburg, Pennsylvania, has been engaged to assist Prof. Neisz in the new normal school at Kentland.

H. B. BROWN, the energetic principal of the Northern Indiana Normal School, was married a short time ago. The success of his new enterprise may now be considered as fixed.

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## BOOK-TABLE.

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**POLITICS FOR YOUNG AMERICANS**, by Charles Nordhoff. New York: Harper Brothers.

This volume was not originally intended for a text-book, but has been found so well adapted to the wants of young Americans of a high school age, that it has already been introduced into many of our best high schools. The merits of the work are: 1. Its small size, it being a *one-term* book. 2. Its judicious selection of topics; only such being treated as will interest the average youth, and come within his easy comprehension. While it discusses only practical subjects, it includes all the common phases of political and social society. 3. And most important, considering the fact that it is intended for boys and girls, is the fact that the language is simple, the style direct, the illustrations familiar and apt, and all unusual terms carefully explained. In these respects, which are of the utmost importance in a text-book for youth, we know of no book on the subject that equals it.

We regret very much that the author takes the ground that "Free instruction in the public schools should be confined to the elementary branches." While this view seems to be gaining ground in certain quarters, we regard it as a very pernicious one. It is also true that the author usually presents but one side of controverted subjects, but as the book will almost invariably be taught by teachers who have information outside the text-book, and have opinions of their own, this defect is not very serious: especially so, since the book is usually on the right side.

The subject is one of great and growing importance. Every young person should understand the principles that underlie our domestic institutions, and this is, without question, the best book for "Young Americans" we have seen—except that wicked sentiment contained in the chapter on education. We do hope the author will correct this in his next edition.

**MASTERPIECES OF ENGLISH LITERATURE**, by Homer B. Sprague, Principal of the Adelphi Academy, Brooklyn, N. Y. New York: J. W. Schermerhorn & Co.

This book is the first of a series of four, designed for use in schools. The writers considered are six in number, viz: Chaucer, Spenser, Bacon, Shakspeare, Milton and Bunyan. Mr. Sprague reasons in his preface that in these days of many books and newspapers, one is almost at a loss

to know what to read. Since there are certain productions that have stood the test of time and public opinion, and have come down to us only with added glory, they should be and *are* recognized as standard creations, and whatever else we omit, we cannot afford to neglect these.

Text-books on literature usually are apt to bring too many authors to the front, and to clinch them with too meagre extracts. To correct these faults Mr. Sprague has, as stated above, considered only six authors, and in every case has given only extracts that are complete in themselves. The idea is very commendable, though we can but think that Mr. Sprague has gone a little to the opposite extreme in devoting 70 pages to Macbeth, and 121 pages to Pilgrim's Progress. We fear it will make the series too expensive for use as an ordinary text-book.

The primary object in this volume is to consider the masterpieces of the six authors mentioned, but in addition there is a classification of the English language, suggestions for practical reading, and methods for analysis.

**PESTALOZZI: His Life, Work and Influence**, by Herman Krusi, son of Pestalozzi's first associate. Cincinnati and New York: Wilson, Hinckle & Co. pp. 248. Price, \$2.25.

This volume is divided into five parts. 1. The life of Pestalozzi; 2. His Associates; 3. Extracts from his writings; 4. His Principles and Methods; 5. Spread of the Pestalozzian system. As will be seen from these headings, the book gives a comprehensive view of this great educational reformer and his theories. No teacher can justly lay claim to being up with the times in his profession, who does not understand, and apply in many ways, the great principles which this truly great man first introduced into the school room.

The book is so valuable, and should be read by so many teachers, that we hope the publishers will give us another edition gotten up in a much cheaper style.

**HENDERSON'S TEST WORDS IN ORTHOGRAPHY.** New York: Clarke & Maynard. A. Brown, Chicago, agent. Price, 25 cents.

This is one of the best little books of the kind we have seen. It is not intended for beginners, but is what its name imports. While it contains a large number of words which are liable to be misspelled, it contains but few unusual words. It *pays* to study such a book. The author, believing that it is of little value to know how to spell a word without knowing the meaning, has given a definition to every word. It is an excellent spelling-school book.

**CHOICE SPECIMENS OF AMERICAN LITERATURE AND LITERARY READER**, by Benj. N. Martin. New York: Sheldon & Co. 517 pp. Price, \$2.

This book contains a complete variety of specimens of literature, beginning with Roger Williams, John Winthrop, Benjamin Franklin, Cotton Mather, and other early writers, and comes down to the present time. The great variety of authors and styles makes the book an excel-



lent Reader; but the *brevity* of the selections detracts very much from its usefulness as a book from which to learn English Literature. About 270 authors are represented, and, as a matter of course, not enough can be given from any one to give a student any just conception of his style or thought. It is a book of fragments, containing but few entire pieces. This is a serious fault. We wish to say, in this connection, that "Shaw's English Literature," by the same publishers, is one of the best works on that subject.

**APPLETON'S AMERICAN ENCYCLOPEDIA.** The Appletons began twenty or more years ago to publish their "New American Encyclopædia." It was made complete in 16 volumes, and after its completion, a volume uniform in size and binding was issued yearly to keep pace with the times. Eleven or twelve of these have been issued. Since the publication of the original volumes, great changes have taken place—changes in political conditions of countries, changes in biographics, changes in physical sciences; so it has become necessary to re-write and rearrange the old books, and condense and modify the Annuals. The new work has reached its tenth volume, and is unsurpassed by anything of the kind ever published in this country. The ablest specialists in the various departments of science and literature have been engaged to write for it. Already more than 300,000 volumes have been sold.

**THE BROOKLYN JOURNAL OF EDUCATION** is the name of a new educational monthly just started, the March number being Vol. 1. No. 1. It is printed on beautifully tinted paper of the best quality, and contains 59 large double column pages of reading matter. It is edited by John Y. Cuyler, who is a man of ability, and judging from the first number, we are assured that this new aspirant for pedagogical patronage will rank high among its numerous contemporaries. It certainly leads them all in style. Price, \$2.50 per annum.

**THE CHICAGO TEACHER** has again changed hands. The present editor and proprietor is J. W. Brown; associate editor, U. T. Curran, of Sandusky, Ohio. We fear the *Teacher* has not been a financial success. It is not so flatulent as of old, but quite as profitable to its readers.

**THE INTERNATIONAL REVIEW**, six volumes a year. Price, \$5. New York and Chicago: A. S. Barnes & Co.

The design of this publication is to give only the highest order of current literature. But few subjects are discussed in each number, but they are treated exhaustively and by master hands. It is just such a magazine as the thoughtful student will delight to read and keep.

**HARPER'S BAZAR** is a journal for the home. It is devoted especially to domestic and social life. It gives the latest fashions and furnishes patterns, which makes it of special value to the ladies. A circulation of 90,000 indicates its prosperity.

HARPER'S MONTHLY MAGAZINE comes regularly to our table, filled with the best of current literature. The Harpers are never willing to be second in any enterprise in which they engage, and consequently secure the best literary and artistic talent that the country affords. The publishers expend upon its literary and artistic work alone, more than \$5,000 per month.

HARPER'S WEEKLY is the best illustrated weekly published. Its circulation is about 180,000 per week—more than four times that of any similar publication.

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## LOCAL.

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*To the Teachers of the Northern Indiana  
Normal School and Business Institute:*

We, the undersigned, in behalf of the citizens of the city of Valparaiso, feeling that we owe a testimonial of respect and kind regard to the teachers and students of The Northern Indiana Normal School and Business Institute, desire, as a partial expression of our good will, to say that we feel highly honored in having in our midst so large a number of young people who have in every way deported themselves as becomes true ladies and gentlemen.

While at many institutions of learning there seems to be a spirit of discord and envy between the citizens and students, we can truthfully say that from the beginning of this school we, as citizens, have had no cause for any but the kindest of feeling. We cheerfully and gladly welcome you to our city, our homes and our churches; our doors will ever be open, and we shall endeavor to do all in our power to make your stay with us pleasant as possible. We trust that as you shall complete your studies and go to new fields of usefulness, you may ever sustain the standard of high moral deportment that has characterized you here, and as you shall leave we hope that others equally worthy of our regard and esteem may come to take your places.

A. Freeman, Thomas H. Fifield, Robert Beer, Pastor Presbyterian Church; Thomas Meredith, Pastor M. E. Church; Carson Parker, Past. Unitarian Church; W. R. Lowe, Pastor Christian Church; W. R. Mikel, Presiding Elder; S. F. Fritz, Pastor German M. E. Church; W. J. B. Lange, Pastor German Lutheran Church; H. A. Gillett, Cir. Judge; Wm. C. Talcott, editor of the "Vidette;" E. Zimmerman, editor "Messenger;" Timothy Keene, County Sup't. Schools; Wm. H. Banta, Sup't. City Public School; J. N. Skinner, Mayor; Fred. F. B. Coffin, Treas. Porter county; Rufus P. Wells, Clerk Porter C. C.; Reason Bell, Aud. Porter county; Myron Campbell, County Surveyor; Merrifield & Johnson, Attorneys at Law; E. N. Thomas, Attorney at Law; S. S. Skinner,

Pres. First National Bank Joseph Gardner, Banker; Hawkins, Haste & Co., Hardware Dealers; G. Blotch, Merchant; S. R. Bryant & Son, Druggists; Don A. Salyer, Dry Goods Merchant; Pierce Bros.; Joseph Steinfeld, Merchant; Skinner & Harrold, Merchants.

NATIONAL NORMAL SCHOOL, LEBANON, OHIO.—This school needs no words of commendation to establish its high character among the teachers of Indiana. It has been in operation for nearly twenty years, and is truly *national*. Its growth has been regular and remarkable; although unsupported by State patronage, it is the largest normal school in the United States. The enrollment for 1874, as shown by the 10th annual catalogue, exceeds *one thousand six hundred*; more than 300 of these being from Indiana. The President claims that with their superior methods of instruction and management, they can give a young man or young woman a good practical education in much less time than is required at most colleges, with their old foggy methods and plans. See advertisement in this number.

HADLEY BROS. & KANE, as will be seen from their advertisement in this issue of the Journal, have added another article to their already extended list of school supplies, namely, Childs's Patent Folding Desk.

THE Northern Indiana Normal School has an attendance of 453 during the present term. A much larger number will be enrolled next term. The citizens are giving their best rooms to students. No one need fear that he will not be accommodated. See advertisement in this number.

MR. and MRS. FORD, of the *Northern Indiana Teacher*, will open a NORMAL and HIGH SCHOOL in the superb new central school house at South Bend, on Monday, May 3. Send for circular with particulars. All who propose attendance will please write at once to Henry A. Ford, Box 169, South Bend, Ind. 1m

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## THE TRUE TEST.

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# INDIANA SCHOOL JOURNAL

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No. 5

## EDUCATING POWER OF THE TEACHER'S CHARACTER.\*

GEORGE W. HOSS.

**I**N the discussion of this theme, we are met at the outset with the question: what is character? This may be answered by saying it is what a man is. Or, differencing it from reputation, we say character is what we are, and reputation is what people think we are. But answering more analytically, it includes the intellect, the sensibilities and the will, together with purposes. These subdivide downward through all the faculties of soul and sense.

Considered negatively, we may say, words are not character. Gentleness and purity may be in the words, when severity, sensuality and malignity are in the heart. Neither are good impulses character. Peter, under a noble impulse, declared himself ready to die with his Master, yet in a few hours he denied him. This was mere impulse, not character.

Again, surroundings are not character. Many misjudge at this point. They determine a man's character by his nationality; by the State or city in which he lives; by the office he holds, or the title he bears; or worse and weaker, by the house he occupies, or the clothes he wears. These, though outward signs,

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\*Read before the State Teachers' Association Dec. 30, 1874.

leave in a degree untouched and untranslated that inner and finer essence called character.

Still further, scholarship is not character. There may be stores of facts and shelves full of second-hand opinions, and yet a painful lack of force and efficiency. Character is therefore more than these, viz., more than words, impulses, surroundings or scholarship. To these must be added desires, affections, passions, sentiments, opinions, convictions and principles, all bound together by a purpose, guided by a clear faith, and controlled by a strong will; in a word, the *is* of the man. This is character, and if to each quality named above can be applied the epithet strong, then we have strong character. It is of this character we can predicate educating power. This is the class I suppose contemplated in my theme.

There are, as I conceive, three distinct processes in the work of education: namely, 1st—Informing; 2d—Training; 3d—Developing. The first furnishes facts and principles for guidance. The second, applying the products of the first, gives skill, at times expanding into the arts. The third develops power, thus giving character. The first is tributary to the second, and both to the third. The third is the crown and glory of the other two. Among the means to this end, the teacher's own character stands prominent. Character is a potential agent in developing character. Among the laws through which character educates, are these:

1. *Like begets like.* This law holds good in physical nature; hence, by analogy, should in mental and moral. This is sustained by history and experience. A courageous general inspires his army with the same spirit. The old French Guard was Napoleon's spirit working through a thousand bodies. The martyr breathes his spirit into his followers, and while one falls a hundred rise. The orator breathes upon his audience, and the divine afflatus is upon them; and they feel as he feels, grieving when he grieves, joying when he joys, and hating and scorning when he hates or scorns.

We have all felt the spirit of those about us. So, teachers, your characters impress your pupils; yea, and mold their characters into a likeness with your own. Thus as surely as face answers to face in the mirror, or form produces form in the camera, or as the ten thousand stars in the sky look down on the same ten

thousand in the sea, so surely is your character reproducing itself in your pupils. Daily and hourly are you being daguerretyped, back upon the sensitive tablets of young hearts and young intellects. Your courage is producing courage; your patience, patience; your candor, candor; your veracity, veracity; your magnanimity, magnanimity; and, alas! if the contraries of these be found, they are producing their likes.

A second law is, *We grow like what we contemplate*. The Indians say that he who eats tiger-meat becomes tiger-like, blood-thirsty and ferocious; and he who eats hare-meat becomes like the hare, harmless and timid. Much more, then, those who live with and study the habits and dispositions of the tiger and the hare. It is a well known law that natural scenery modifies character, Switzerland awakening the spirit of liberty, Italy the spirit of poesy, and the like. Men look and are molded by what they see. But a higher authority than nature teaches the same. Says inspiration, "We all with open face, beholding as in a glass the glory of the Lord, are changed into the same image, \* \* even as by the spirit of the Lord.

Here is the law, (1) beholding; (2) changed; (3) as by the spirit (of the Lord). Beholding is the condition; changed, the result; the spirit, agent. Application—The pupil beholds, at times lovingly, occasionally with admiration, the noble traits in his teacher's character, as generosity, charity, forgiveness, consistency, candor, justice, and the like, and thus beholding, he is changed into the same, and by the divine energy of soul in contact with soul. Here character is regal. It subordinates matter and molds mind, holding dominion as a high priestess over realms that are spiritual. The pupil looks and is changed. Day by day, week by week, month by month, he looks upon the character of his teacher and is changed into the same.

A third law is that *the teacher's character becomes a pattern or model*. The world has advanced chiefly through patterns. In the beginning, God gave patterns in reference to the tabernacle and appendages. He says: "See that thou make them after their pattern, which was shown thee in the Mount." He also gave patterns of the temple, the altar and certain implements of the same.

In other things He gave directions, but when neither was given, men instinctively turned to nature. Thus led, they gave

to their first ships the form of the swan; and to their first military engines for battering down walls a head in the shape of the ram's. Thus the race has followed patterns given by nature, or revelation, or those imperfectly guessed out by the leaders of men.

To supply this lack in nature, there happily have always been a gifted few—giants intellectually—who have seized the torch of truth and passed it over the heads of shorter men to the generations beyond. Thus has been supplied patterns and thus has been felt their need in all ages, and by grown men. How much greater the need to the young, and still greater when engaged in that difficult and delicate work of developing character. If models are needed in the fine arts, then surely in this, the finest of the fine arts, character building. This model the teacher is to furnish, and not for a dozen or for a day, but for multitudes and for after times. Roger Ascham influenced Queen Elizabeth and she a nation. Plato molded Aristotle, and Aristotle, the formulas of thought for ages after him. Your influence and mine, though less than Aristotle's or Elizabeth's, must go down to those after us, and go for something. And what shall that something be? Shall it be vigor, culture, benevolence, justice, philanthropy, with a love as tender as a parent's and broad as humanity? Or shall it be feebleness, narrowness, prejudice, measuring men by titles, creed, sect, party, or color of skin? Certainly not. The child, the children, the generation that looks to us for models, have a right to expect something better. May we not disappoint them.

A sequence or two in conclusion :

1. A need of closer personal intercourse between teacher and pupil. History and experience sustain this.

In this, other ages have been wiser than ours. Among the Greeks and Romans, and at times among the English, when a father would educate a son or daughter to eminence, he employed a teacher to be both instructor and companion, and whose known duty was not only to impart knowledge but also to form character. Thus Cicero was formed; thus Lady Jane Grey, and others.

Thus latent powers are called into action, which otherwise would have slumbered had the teacher been a mere instructor instead of an educator. Experience also sustains this view.

Our present system of wholesaling in education, giving from forty to sixty pupils to a teacher, thereby necessitating large classes and haste, is not favorable to sch development.

2. Character development requires the teacher to aid the pupil in forming ideals. Every earnest teacher lives two lives—one real, one ideal; hence, in a sense, possesses two characters—one real, one ideal. The ideal molds and shapes the real. The real is what he lives, the ideal is what he hopes and seeks. Like the rainbow it is ever in advance, yet ever lures on to something beyond. The teacher can and should do something to impress this ideal on the minds of his pupils. This should be done, first, by a judicious revelation of his own character; second, by direct instruction, portraying so nearly as may be by words, the subtle essence of character and the subtler essence of his ideal. A noble ideal is like a good genius, going with us through life, rebuking us when we slumber or sin, and inspiring us when we aspire or labor.

Lastly, in view of the delicate and potential influence of character, shall we be content with anything less than the largest and strongest possible? Shall any one remain a dwarf when nature intended him for a giant? Shall any one let the golden hours waste and golden opportunities be barren of results, when such demands and such possibilities are before him? No, surely no. Rather let each be inspired to nobler purposes and efforts as he remembers and realizes the fact that as are the teachers of a generation, so, in a degree, the attainments, work and culture of a generation. Let each, therefore, humbly yet resolutely take, as the measure and guide of character, the injunction of the great Teacher: "Be ye therefore perfect."

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LOUIS KOSSUTH, Revolutionary Governor of Hungary in 1849, and now old and poor, gives lessons in German, English and Hungarian in Turin.

DON'T throw dust in your teacher's eyes. It will only injure the pupil.

THE noisiest piece of crockery is the cup that cheers.



## WHAT SHALL WE DO WITH DULL PUPILS?

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GEO. P. BROWN.

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**T**HIS question has been asked at every Teachers' Institute in the country for the last ten years, and has been answered as often and in various ways. It is in the interest not so much of the dull pupils as of those who are not dull, that we write at this time.

The conscious, pains-taking teacher is apt to disregard the rights of the bright pupil in his efforts to bring the stupid one through. The work is arranged, the lesson assigned, and the recitation conducted with the dullards always in the foreground of the teacher's field of view. They are the first to be questioned, and everything that is said is intended to bear directly upon the difficulties in their way, and the last question that is asked is sure to be directed to the sluggish-minded John, in hope that if he shall be made to understand there will be no doubt in regard to the others. What is the final result? The bright pupil becomes disgusted, the average pupil is wearied, all interest in the subject is wrung out of them, and it is more than probable that the teacher has failed with the whole class.

The lazy or indifferent teacher is apt to fall into the error of the opposite extreme. Little or no regard is paid by to the dull members of the class, but the recitation is made by the bright ones, the others being left to pick up what they can or will of the crumbs of information that fall to them.

There is a golden mean which equal justice to all requires the teacher to choose. Because a pupil is stupid or dull, it does not follow that he is entitled to the entire attention of the teacher nor the whole time of the recitation. Schools are not established for the exclusive benefit of such children. They should receive their proportionate amount of attention, and no more. The instruction that will make a subject clearly understood by one class, will give to the other but a superficial knowledge of it. This superficial knowledge is probably all that these latter have the power to obtain, and it is all that they have the right to demand; or to say it in another way, the teacher has no right to rob one portion of his class in order to enrich another portion. Besides, the mental powers of all children do not develope with equal

rapidity. The dull boy, ten, twelve or fourteen years old, often becomes a man of strong and even brilliant thoughts; not so much because he has been carefully trained during the period of his dullness, as because his powers of mind have grown and matured later in life.

Our exhortation to teachers, everywhere, is, do not worry and fret over the dullness of pupils. Study to do for them all you can in justice to the rest, and leave the result to time. It is not the business of the teacher to create capacity.

The following remarks by a prominent educationist are sensible and forcibly expressed, and bear directly upon this point:

"The teacher who takes upon herself the responsibility of making all children equally bright and smart, undertakes an impossible task. In every class-room, where the teacher is both conscientious and merciful; there will be found great variety in the attainments of the pupils; unless this is the case, there has been an overforcing of some, amounting almost to cruelty on the part of the teacher. And if you object to these hard words, let me remind you of the infinite variety in the size of brains as well as of bodies; of the well known fact that some races and some individuals develop early and some late; and that if you attempt to ignore these facts, and seek only to reduce the individuals in your class rooms to the same level of similar and equal attainments, you may do that which will be very hard on both extremes of your class—the smart children who find it easy to get on fast, and the still larger class of stupid children who find it very hard to get on at all.

"At the same time, as a father of somewhat bitter experience, I would say that I should be extremely grateful to a teacher of the children I have left, who would kindly discourage the feverish desire for excellence which some children of fine faculties and highly nervous organization possess; and equally grateful if she would bear with others, when an undoubted stupidity is as evidently displayed. No teacher can legitimately be held responsible for the thick-headed children whom fond parents confide to her care; and if she does her duty impartially to all alike, she will not expect the same results from all, nor be made unhappy if some seem to repay her efforts with no results, whilst others do better than she expects; but, doing her best duty to all alike, take the good and bad results cheerfully. The fact is, that over

some people's brains nature spreads a benificent covering of skull, so thick that it protects them from all danger of over-cultivation whilst yet of tender age, and reserves the brain power for a time when a sufficient amount of body has been produced to carry it.

"As nature no doubt understands her business in this matter, there is no particular reason why we should persecute such children as are undoubtedly thick-headed, or ignore their evident inferiority to A and B, whose brains are so large that they will go straight to the top of their class and then die.

"There are some who learn with infinite difficulty, or who appear not to learn at all, or very little, who will absorb the knowledge which assimilates with their mental structures and store it away; whose undeveloped powers of expression are incompetent to display their hidden treasures, but whose mental faculties, unfolding as nature develops their physical faculties, shall be found in the day of trial equal to their emergencies. For them there is work to do; and though the time is not now, it will assuredly come. How often do we read in the biographies of great men, of their remarkable stupidity at school! What a number of humanity's greatest servants have been plagues to school-masters, and learned in nature's workshops the lessons they were too stupid to acquire in the class room! What does this teach us but to regard the old maxim, that one star differeth from another star in glory, and that when any particular star shall manifest itself to us is a matter over which we have but a very indirect control?

"With these convictions, I very confidently submit to you the proposition, that when the teacher has done her duty in the class room, she may cheerfully leave the harvest to the Creator of her pupils to gather it in his his own good time, and in what manner he thinks best."

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WHEN a man comes to know that he don't know everything, he then becomes wise.

OXFORD UNIVERSITY is 1,000 years old, and exults in an annual income of \$1,000,000, and a library of 520,000 vols.

VASSAR INSTRUCTRESS—"Miss A., give an example of doubtful affirmative." Miss A. (innocently)—"Ask papa."

## TRUTHFULNESS IN THE SCHOOL ROOM.\*

---

A. D. MAYO.

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**H**ow can a truthful habit be cultivated by young children, at school? First, by a better comprehension of the nature and difficulties of the problem.

## NATURE OF THE PROBLEM.

DeQuincy says, somewhere, in substance:—"People are always crying out,—'If I could only get justice;' as if justice were not the thing God has been trying to get done ever since the Creation." Perfect truthfulness is, perhaps, the last of the Christian graces. Many a man who counts himself regenerated in the great currents of his life, has not come to this. Nobody expects more than a remote approximation to truth in the emancipated slave or the Hindoo convert. Indeed, a habit of prevarication is so all-pervading among whole peoples which regard themselves at the head of modern civilization, that truthfulness is sometimes regarded a constitutional virtue of nation or race. When anybody is acquainted with a large number of educated and well-meaning people who can be relied upon in the critical occasions of their life, to speak and act the truth, he may justly censure the teacher who is not able to inculcate habits of entire truthfulness in her little kingdom.

## DIFFICULTIES.

Only one teacher in a thousand retains the ability to reproduce in imagination the temptations of childhood and look at social morality through his eyes. Think of a little six-year old, just ushered into this strange world of the school room from the freedom of the average American home. Was there ever a government upon earth that required such impossibilities from its subjects as the ordinary discipline of this place exacts from him? Required to conform to a set of personal habits that would be intolerable to any man; to sit still; to keep silence; to obey perfectly and instantly a strange, perhaps a disagreeable, stranger; to chain the roving mind to a task, rarely pleasant, and often

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\*A Paper read before the Mass. Teachers' Association at Worcester, Dec. 1874.

made hateful by stupid instruction; to associate with a crowd of strange children, whose faces, dress, manners, habits, may jar on every sensitive nerve; to come from a place where a whole family is concentrated upon himself, into a place where nobody tries to know him as an individual, what a perpetual temptation to evasion, deceit, falsehood of every sort, is such an experience? It is a terrible trial, at best, to the veracity of the most sincere child, and often does force out a latent selfishness and insincerity never before suspected. But to multitudes of children, whose lives at home are surrounded by falsehood and general moral feebleness, it is a burden quite too great to be borne. Yet how many a teacher, set over such a tempted and harassed crowd, drifting through a mist of mental confusion and moral uncertainty, chalks her truth line parallel with the throne of the Almighty, and sends every poor little sinner who swerves from its awful rectitude to the school-child's hell.

#### STUDY OF HOME LIFE.

Of course, perfect truthfulness must be the ideal of the teacher in the school room, as of the saint at the altar. But the primary condition of educating the average school child into habits of truthfulness is to study carefully his home life; estimate his present moral capacity, and be content with such results as faithful precept and example, and a judicious discipline can produce under such circumstances. It is possible to crowd a throng of children into such an iron uniformity of outward deportment that *outward* violations of truth may be rare. But this may all the more confirm the habit of evasion, deceit and hypocrisy, which is the most abominable form of the vice contemplated. The real problem, therefore, is how to awaken in the many, and confirm in the few, the love of truth for its own gracious self; how to enlighten the confused minds of little children concerning moral distinctions; how to lead or lift them out of evil habits already formed, or prevent the good habit of home life from being contaminated by evil associations; how to produce that intelligent and conscientious tendency towards truthful intention, speech and conduct which will bring the child, in due time, out into a sincere and truthful manhood or womanhood.

Of course, a work so great can only be the result of the whole discipline of the school, enforced and inspired by the best precept

and example of a competent teacher. All experience in families and nations teaches that the form of government is the most potent schoolmaster in truthfulness. A slave cannot speak or act the truth; and the discipline in too many school rooms is of that arbitrary, unreasonable and inhuman sort which breeds sneaks and liars, as a carcass attracts the evil creatures that swarm around it.

#### GUARDS TO VIRTUE.

One element of a discipline that shall secure correct habits of truthfulness is the tact that guards the virtue already existing in the better class from contamination by the criminal class in the school room. Would any sane man place himself, his wife and children and relatives, in that same house with a family that represented the most rampant social sins? Yet we are gravely told that little children are strengthened and improved by contact, often physical contact of the most repulsive sort, with companions who are sporting every crime in the calendar. It is far easier to break down and demoralize the virtuous class in a school room, than to lift up the vicious class. It is not enough to visit the liar with punishment before the truthful child, while the offender is left in hourly contact with the whole youthful community, enlisting sympathy for his suffering, and stealing away the hearts of the most pitiful and tender. Our school discipline will be crude and loose till it finds some better way than now of separating the criminal class in the school room from that constant and familiar intercourse with the better class, which is so dangerous to youth. In a system of graded schools, this is comparatively easy. But in every school the teacher must regard herself the guardian of the virtuous against contamination, no less than the judge and reformer of the vicious.

#### INFLUENCE OF RULES.

A wise moderation in the imposing of absolute rules, is another indispensable condition of success. A severe and elaborate code of laws is, in itself, a great temptation to the child. It is an established maxim of legislation, that laws in advance of the popular conscience and intelligence, work the most dangerous forms of public hypocrisy and degeneracy; so, many a school is legislated into untruthfulness by the pedantic moralism of its master. The absolute rules of conduct should be very few, and

not above the intellectual or moral capacity of little children. The boasted "good order" is often a style of government that would be an outrage in State Prison, and utterly impossible in the school room, without destroying the morals of the pupils. Order is not an end, but the way to an end;—the growth of intelligence and moral character. The only natural order of which little children are capable, is periodical attention, for short spaces of time, to work, with a reasonable restraint from disorder during the intervening periods of relaxation or rest. The points of inevitable obedience must be few, and the line not strained too "taught" that fastens the child to them. The nearer the discipline fits the nature of the child, the easier will it be to hold him to the few decisive points of obedience where truthfulness becomes a second nature.

#### [VALUE OF OBJECT-TEACHING.]

And here appears one of the great advantages of the new methods of natural, object, or real teaching. In these methods, the child is left far more to his genuine, childish ways of good behavior, and led up to knowledge by providential paths. There is no longer the need for the portentous silence and motionless horror of the old school room; but the whole community may be moved, like the field of young grain in the summer breeze, by every genial and enlivening impulse from the teacher's soul. Even more in the moral than in the intellectual training of the child, are these methods vindicated.

#### WHOLESOME RECEIPTS.

A discipline adjusted to the actual condition of young children; carefully guarding the best and lifting up the worst, by graduated punishment and encouragement, will be greatly aided by wholesome precept. Because a teacher whose soul runs out at her mouth, may talk a crowd of children into despair, it does not follow that preaching is vain in the common school. Children love moral teaching if it be adapted to their comprehension and power of listening. And the experience of mankind confirms the example of the Divine teacher in fixing upon the Parable as the natural way of imparting moral lessons to children, or people in the state of mental childhood. The teacher fails mournfully in her duty who does not, on fit occasions, instruct

her pupils in those moral virtues which hold the world together, and are, especially, the soul of a republican civilization. And every day is teeming with vivid illustrations of the sin of falsehood and the value of truth; which, related in the simplest way and filled with a loving spirit of a truthful teacher, will touch the heart of the most volatile, and drop a good seed into the most deceitful spirit; perhaps to spring up into a regeneration of evil character in far off years.

But only one kind of teacher can fashion such a discipline or "point the moral" of the daily parable—she whose mind and heart and life are truthful.

#### MENTAL TRUTHFULNESS.

Truthfulness of the mind is a great help in teaching rectitude of the heart. The teacher whose intellect is all afloat in space; never a truthful mirror of the facts of nature or life, ever flying off into exaggeration or caricature in statement, jumping at knowledge rather than putting the finger upon the vital point, can never be a successful instructor in truth. It is pitiful to think what a vast amount of teaching in all grades of schools, but especially to little children, is of this inexact, unreliable, delusive sort which confirms the intellect of the scholars in habits of untruthfulness and disorder. A professional class of teachers trained to correct habits of thought and expression, is now the primary element in the solution of all our problems in the common school.

#### TRUTHFULNESS OF SOUL.

And this rectitude of mind is only the outward garment of truthfulness of soul, head and life. The high-minded, faithful teacher will constantly look within herself for the explanation of untruthful habits in her pupils. For children are the champion critics of the world, and nothing escapes their keen and radical glance. A false heart is felt by a roomful of little children as a Boston east wind by an invalid in March. Every form of selfishness, insincerity, indifference to childhood, tells at once on them. On the contrary, no power on earth is so influential as the might of a loving truthfulness in school. Even without expression in formal speech, it wins its silent and irresistible way to the inmost spirit of every observer. But enforced by "words



fitly spoken," and a discipline judiciously adapted to childhood's wants, it approaches nearest the divine power of anything seen on earth. Nothing can be a substitute for this; although sometimes the most faithful teacher, through lack of comprehension of child-nature and tact in handling his school, may fail to impress his subjects with the beauty and majesty of truth.

#### MORAL POWER OF THE TEACHER.

It is a great thing—greater than is often understood—to be able to hold fifty children, with the whole power of a common-wealth, in daily contact with good instruction and lofty truth, for a series of years. Thousands of children, left to their home influence, would never be compelled to live a day with an educated, truthful, noble-souled man or woman; much less to obey a discipline fashioned by the best wisdom of the State to produce a high type of character. But the teacher in a Massachusetts public school represents to the child all that renowned State has yet achieved, through its loftiest citizens and best civilization, of the true, the beautiful and the good. The child is compelled to live with this inspiring influence during the most sensitive years of its opening life—is compelled to be the member of a society constructed according to the most approved principles of justice and truth. Even with the present imperfect type of professional character in our teachers, this moral discipline in schools is one of the chief moral powers in the State. And as its importance is appreciated, it will be felt to be the best security for public virtue, meeting a want that neither the family nor the church can be expected to supply.

#### CERTAIN RESULTS.

The teacher's special virtues must be always a persistent will and a patient spirit. He has no right to expect ripe fruit as the immediate result of the seed of the truthfulness he plants in the little child. He may rejoice if the vital seed is lodged in the deep soil, like the grains of wheat in the Egyptian mummy case, waiting the light and warmth of future years. The last stroke shivers the toughest iron, and the last moment of an almost hopeless discipline sometimes breaks the false and stubborn will of a wicked child. Who does not recall, in his own experience, the final effect of precept, example, and training which had

seemed to die out, or never touch its subject? We can recall one little boy who, after years of growing disobedience, was cut to the heart, and turned towards the light, by the one last, half-despairing look of his tired mother, as she turned her face upon him on leaving his chamber, after a hard-fought day. It may be years before the best child in your class is perfectly truthful. It certainly will be ages before some of them can comprehend the glory of the truth. But you, who fix your eye on the highest mark, and with a victorious patience and a wisdom reinforced by prayer and consecration, preach and practice the truth in the school room, are working in the line of Divine Providence, and will surely be felt in the final result.—*N. Eng. Jr. of Education.*

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## A READING LESSON.

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HENRY SCOTT.

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WHO does not know the story which Coleridge used to tell about the Jew old-clothes man? "I was so vexed with him for crying 'O' clo' in that stupid way," says Coleridge, "that I stopped and asked, 'Why can't you say Old Clothes?'" To this question the Jew made answer, with what Coleridge calls a fine accent, "Sir, if you had to cry old clothes as many times as I have in the course of a day you would be glad to cut it down to o' clo'." At least, that is the substance of the anecdote. There is a similar excuse for railway porters when they call out the names of the stations in the way which every railway traveler knows. But there is also for them another excuse. If anybody who has not tried it before will cry Birmingham! or Bridlington! as loud as he can, he will find that he is inclined to lay the great stress of the voice upon the last syllable. It seems much easier to cry Birmingham! or Bridlington! Birmingham or Bridlington. If you begin the word with a strong accent on the first syllable, the other syllables appear inclined to dribble away to nothing; but laying the stress on the last appears to act as a kind of break to the voice, and leaves a sense of satisfaction behind it.

In ordinary talk and reading, however, few people, except those who have bad colds, or loose teeth, or who are very tired, or very much hurried, have the excuses of the old-clothes man or the railway porter. And yet how many words or parts of words are clipped and spoiled for want of a little attention. About poor *h* it is little use talking, and he would require a volume all to himself. A very great number of cockneys, and others besides cockneys, do not know the sound of *h* or the sound of *r*. A cockney was once talking very loudly and fluently about his 'orse. "Orse?" says a bystander, "what's orse? Do you know how to spell it?" The cockney was very angry, and said, "Spell it? of course I do. H-o-ss, and if that don't spell orse, I'm no scholar." For the present we will leave *h* and *r* alone. But when we go to public meetings, or listen to the speeches in parliament, and, sometimes, when we listen to sermons in church, we are surprised to hear how badly even educated persons talk. Yet there is nothing very surprising about it, for if we listen to a class of young persons reading, we usually find that they utter their words in a most slovenly manner. And it is the same in their conversation.

How seldom, comparatively, do we find the syllable *ing* given out in a proper manner. Boys and girls, except when they are on their mettle, will say endin', thinkin', writin', instead of ending, thinking, writing, and so on in a thousand principles. No doubt well educated children think in these cases that they give the *ng* its proper force; but they do not. They huddle it up, and so a great deal of the force and music of speech are lost, to say nothing of the fact that the listeners cannot be quite sure always of what is said.

Again, the word *and* is very seldom indeed pronounced in a proper manner. The words "I can read and write," for example, are usually delivered thus—"I can read 'n' write." It is true, people would call you stiff and affected if you were to give the *and* a loud and steady mouthful every time you came to it, with a decided stress upon the *a*; but the *nd* should in every case be clearly sounded. It is murderous language to say, "Go'n' tell him," for "Go, and tell him." But this is often done by those who know better.

There is a loose way of dealing with the *a* in such words as firmament, which is very vexing to a correct ear. We some-

times hear the *a* turned into the sound of *y* at the end of *pity*. People will say *firmyment*; *armyment* for *armament*; *ornyment* for *ornament*, and the like. But this is robbing the words of some of their beauty, and it is only a poor, mean, lazy trick. *Firmament* is a grand word, if uttered fully and clearly, but what a mean sneaking sound has *firmyment*!

The letter *i* is one which does not come off very well in the mouths of many children. Such words as *fire* and *tire* get turned into something like *fâre* and *târe* (â=ah); though it is not easy to put upon paper the mongrel sound which is made to do duty for the *i*. This mistake, again, seems the result of mere laziness, or at least of inattention.

On the other hand, the short *e* too often gets sounded as if it were an *i*. There are really but few boys and girls who say clearly, *despise*, *destroy*; the usual thing is to say, *dispise*, *distroy*.

Some people get very early in life a habit of huddling up the last syllable in such words as *Latin*, *sudden*, *satin*, which they pronounce *Lat'n*, *sudd'n*, *sat'n*. This is hateful. It is almost enough to make one leave the church to hear the minister read, "From battle and murder, and from sudd'n death."

Sometimes a vowel is elided (softened down very much, or wholly dropped) by common consent, because to sound it would be awkward; but such cases are very few. Still no one says *extraordinary*, except in a farce, or in order to express extreme surprise in a stiff, precise person. It is a different thing, however, when we come to such words as *mystery*, *history*, and *satisfactory*. These are too often degraded to *myst'ry*, *hist'ry*, and *satisfact'ry*. What a shame! Even in poetry you will find it is only very old-fashioned persons, of the dominie sort, who make the elision of the vowel in such cases; or who attend to it in reading poetry, when they find it made for them by some one else. If, then, you find in verse any such line as this--

"Now let the lamplight fall on hist'ry's page;"

be sure you do not read the line as it is written: say *history's* page, just as if the *o* were printed. I have in my time seen such a thing as this--

"And broad the bright blue hy'cinths lay."

I am sure you will feel how much better that reads if you say *hyacinths* in full.

The way to get over any bad habit of pronunciation, is for a short time to make a practice of overdoing the right way of sounding the word. If, for example, you know you have been a little loose in sounding the termination *ing*, you should practice sounding it very fully and emphatically, and as strongly as possible—like the *ing* in singular. The best way of dealing with the letter *i* long, is to practice upon it in some such way as this: I—fire; I—mire; I—sire. Then, as to *e* and *i* in such cases as I have referred to, you can read out carefully words in which the two sounds occur, marking them very strongly as you go along. Thus: destruction, distinction; kettle, titter; military, pellitory.

Very few persons (who are not printers) have to listen to so much reading as I have in the course of the year, and it is important that I should hear and be able to attend easily to every word. Now, the rule to which experience has taught me to enforce obedience in those who read to me is this. Pronounce the *a*, the *i*, the *e*, and the *o* as clearly as you can in all cases; but above all things, and whatever you neglect, be sure you sound clearly all the little connecting words, such as *the*, *and*, *of*, *from*, *to*, *with*; especially when two occur together, as *with the*, or *with a*. This gives such reading a very stiff and formal sound, but it is the only way of making quick reading clear as well as quick. And no one is likely to read and talk well when grown up unless he attends to such small matters when he is young. I say, then, whenever you are reading to your parents or teachers, be sure to sound clearly the little words, articles, conjunctions and prepositions.—*The Illustrated Christian Weekly*.

THE grave of Edgar Allen Poe will soon be marked by the monument it should have had long ago. Of the \$1,500 desired for the purpose, \$625 are already in the hands of the committee, and \$550 more have been promised. The Baltimore Sun says: "A design has been secured which is chaste and appropriate. The panel on each face of the die-block is designed for suitable inscriptions, and the face of the cap will be graced with a lyre, crowned with the bay of laurel. One of the panels will be ornamented with a medallion of the poet, and the others will contain sentences from his writings."

## HINTS TO TEACHERS OF NATURAL HISTORY.\*

D. S. JORDAN.

NEVER try to teach what you do not yourself know and know well. If your School Board insists on your teaching anything and everything, decline firmly so to do. It is an imposition alike on teacher and pupils to require a teacher to teach that which he does not know. Those teachers who are strong enough should squarely refuse to do such work. This much needed reform is already beginning in our colleges, and I hope it will continue. It is a relic of mediæval times—this idea of “professing” everything—and when teachers began to decline work which they could not do well, improvements began to come in. If one will be a successful teacher, he must firmly refuse work which he cannot perform successfully.

Why is it that so few students are really prepared for college? It has long been imagined that anybody could teach the rudiments of a subject. This is indeed the most difficult part of instruction and requires the most mature teachers.

It is a false idea to suppose that everybody is competent to learn or to teach everything. Would our great artists have succeeded equally well in Greek or Calculus? A smattering of everything is worth little. It is a fallacy to suppose that an encyclopædia knowledge is desirable. The mind is made strong, not through much learning, but by the *thorough possession of something*.

Lay aside all conceit. You must learn to read the book of nature for yourself. Those who have succeeded best have followed for years some slim thread which has once in a while broadened out and disclosed some treasure worth a life-long search.

A man cannot be professor of zoology on one day and of chemistry the next, and do good work in both. As in a concert, all are musicians—one plays one instrument and the other another—yet none *all* in perfection.

You cannot do without one specialty. You must have a baseline to measure the work and attainments of others. For a gen-

\* Notes taken from the lectures of Prof. Agassiz on Pennikies Island, given largely in the author's own words.

eral view of the subject study the history of the sciences. Broad knowledge of all nature has been the possession of none save Humboldt, and general relations was his *specialty*. He had a keen apprehension of such relations such as no one else has ever had. He founded the present science of Physical Geography. His work was the outline sketch which later students are finishing into a picture. New lines have been added, but none of his have been changed.

Select such subjects that your pupils cannot walk out without seeing them. Train your pupils to be observers, and have them provided with the specimens about which you speak. If you can find nothing better, take a house-fly or a cricket and let each one hold a specimen and examine it as you talk.

In 1847 I gave an address at Newton, Mass., before a Teachers' Institute conducted by Horace Mann. My subject was Grasshoppers, and I passed around a large jar of the insects, and made every teacher take one and hold it while I was speaking. If any one dropped the "horrid bug," I stopped till he picked it up. This was at that time a great innovation, and excited much laughter and some derision; but there can be no true progress in the teaching of natural science until such methods become general.

There is no part of the country where, in the summer, you cannot get a sufficient supply of the best of specimens. Teach your children to bring them in themselves. Take your texts from the books, not from the booksellers. Teach your children how to handle specimens. The sooner this training is begun the better. Roughness in manipulation is inexcusable. There is not one person in fifty that can be trusted to touch a valuable specimen, and not one in twenty will submit even to learn.

When Strauss Durckheim projected his great treatise on the anatomy of the Dor Bug (May Beetle), for weeks beforehand he went through a course of training. He abstained completely from coffee and every other kind of stimulant, and never began work till his pulse was so steady as not to stir his hand.

Never come running into the laboratory, or you cannot do delicate work. The study of nature is an intercourse with the highest mind. You should never trifle with nature. At the lowest, her works are the works of the highest powers, the highest Something in whatever way we may look at it.

A laboratory of natural history is a sanctuary where nothing profane should be tolerated. I feel less agony at improprieties in churches than in a scientific laboratory.

Talk about your specimen and try to have your pupil notice its most telling features. Learn its proper name if you can, and above all, correctly. It is easy to accumulate mistaken names. In different sections of the country many very different animals go by the same name. A few days ago I asked a fisherman to bring me a sword-fish. Yesterday a large fish was put into the ice-house, and the fisherman who brought it called it a sword-fish. Both fishes had the sword-like upper jaw. But this fish had ventral fins, which the sword-fish (*Xiphias*) has not. It is a spear-fish (*Tetrapturus*), a fish not before seen north of Cuba. It is described by Cuvier, and by Poey in his Catalogue of the Fishes of Cuba, and there is a skeleton in the museum at Paris, and a few fragments at Havana. That is all that is known of the fish, unless it has been recently taken by Prof. Beard in the dredgings of the U. S. Fish Commission.

(As hinted above, specimens had just been taken by Professor Baird, at Wood's Hole, Mass. Another was caught last summer by the Fish Commission off Montauk Point, L. I.)

If you have no books by which you can identify your specimens, make such notes as will enable you at some time to do so. Better let an animal go without a name than to give a wrong one.

Collect carefully, and whatever you save preserve well. A half-spoiled specimen is worse than none.

There should be a little museum in every school; a half dozen radiates, a few shells, a hundred insects, a few fishes, reptiles, birds and mammals would be sufficient to teach with. Alphonse De Condolle, the great botanist, said to me in 1831, that he could teach all he knew about botany with a dozen plants. What is true of botany is also true of zoology. It is better to have a few forms well known than to teach a little about many hundred species. Better a dozen specimens thoroughly studied, as the result of the first year's work, than to have two thousand dollars worth of shells and corals bought from a curiosity shop. Your dozen animals would be your own.

Be careful to note localities with accuracy. No two school districts have exactly the same fauna. Our most valuable system-



atic work on fishes (Gunther's Catalogue of the Fishes in the British Museum) is very inexact in this particular. In no work on the fishes of South America are the localities indicated except in the most general way. Everything is "Guiana," "Brazil," or the "Pacific Coast." Yet I have not found one species in the valley of the Amazon which occurs in the San Francisco, or the La Plata, or the Parahayba del Sul, or the rivers of the Western Slope. In North America not a species is common to the rivers of the Pacific Slope and the Valley of the Mississippi. Each stream has its own fauna. An accurate knowledge of the facts in the distribution of species is a check on wild speculations. You must track every animal to his home and note from that home in such a way as not to mistake the record.

Every animal which comes to Cambridge from an unknown locality is either thrown away or dissected. It is never placed on the museum shelves. Every specimen in that little museum is a genuine one. Who and when and whence is attached to it so that it cannot be got off. Its label is laid, or sewed, or nailed, or pasted to it so that the animal and its passport cannot be separated.

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TIME AND SPACE ANNIHILATED.—A transaction over the wires of the Western and Union Telegraph Company, a short time since, illustrates in the most convincing manner the utter annihilation of time and space achieved by the discovery and use of the electric telegraph. At half-past 12 a dispatch was handed into the office at Indianapolis to be sent to London, Eng. It was sent to New York, there repeated to Farther Point, Newfoundland, thence cabled to Valentia, Ireland, sent over the English Channel to Liverpool, and then again repeated to London. It was received at the city office there, sent to the hotel named by message boy, an answer received from the landlord, and it was sent over the same route, with the same number of repetitions, and received at the Indianapolis office at two o'clock and forty minutes, only *two hours and ten minutes*. The dispatch and answer traveled a distance of over 10,000 miles by wire, how much by foot is not known. The message and answer cost \$9.20 in gold for its transmission.

## OFFICIAL DEPARTMENT.

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THE Attorney General has given an opinion that the office of School Trustee is, within the meaning of the Constitution, a lucrative one.

AN edition of the school laws, passed by the 49th General Assembly, has just been issued.

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THE attention of persons in charge of public and of private schools is called to the circular of the State Board of Education, to be found on page 83 of the 22d Report of the Superintendent of Public Instruction.

WITH but little concert of action, the exhibit of 1874 was regarded a successful one.

UNDER the carefully prepared plan of the State Board, and, with the experience of last year, it is hoped that the showing for 1875 will far surpass any previous effort.

INASMUCH as our schools are expected to be represented at the Centennial of 1876, our home exhibition will give us the best possible preparation for a creditable one at Philadelphia.

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OPINION of the Attorney General in regard to the appointment of School Trustees in cities and incorporated towns:

OFFICE OF ATTORNEY GENERAL,  
Indianapolis, March 27, 1875.

HON. J. H. SMART, Sup't. of Public Instruction:

DEAR SIR:—I have the honor to acknowledge the receipt of your communication of this date, in which you call my attention to the act approved March 12, 1875, entitled "An act to amend section one of an act entitled an act to provide for a general system of common schools," etc.

You request my opinion in answer to the following questions:

1. "Should the Councils of cities and Boards of Trustees of incorporated towns elect one School Trustee in April of this year?
2. "If so, when will the term of office of each of the members of Boards of School Trustees as *thus* constituted, expire?
3. "If no, when will the term of office of each of the members of the Boards of School Trustees, as *now* constituted, expire?"

The act which was amended by said act of March 12, 1875, provided

that the Common Council of each incorporated city, and the Board of Trustees of each incorporated town, in this State, shall, at their first regular meeting in the month of April, elect three School Trustees, who shall hold their office one, two and three years, respectively, as shall be determined by lot at the time of their organization, and, annually thereafter, shall elect one school trustee who shall hold his office for three years.

The amendatory act of March 12, 1875, provides that "the Common Council of each city, and the Board of Trustees of each incorporated town, of this State, shall, at their first meeting in the month of June, elect three school trustees who shall hold their office one, two and three years, respectively, as said trustees shall determine by lot, at the time of their organization, and annually thereafter shall elect one school trustee who shall hold his office for three years," etc.

The act of 1875 contains an emergency clause, and, I think, results in this, that no election of school trustees can take place in April, as heretofore, except in cases of death or resignation, as explained below; and that at their first meeting in the month of June next, it will be the duty of Common Councils and Boards of Trustees to elect new Boards of Trustees *in toto*. Your communication mentions that the act of 1875 contains no repealing clause. In my opinion, such a clause was unnecessary, as the act was amendatory, and as a substitute for the provisions of the act amended, repealed the latter by implication. Nor is there anything in the office of School Trustee to prevent such officer from being "legislated out of office."

The act of 1875 provides that "all vacancies that may occur in said Board of School Trustees shall be filled by the Common Council of the city, or Board of Trustees of the town, but such election to fill a vacancy shall only be for the unexpired term." This provision applies to those cases where a vacancy occurs through the death, resignation, or removal of school trustees.

The interim of time between the expiration in April next, of the period for which certain school trustees may have been elected, and the date of the election of new boards of school trustees in June next, is provided for in the Constitution of Indiana, Article XV., Section 111, which says: "Whenever it is provided in this Constitution, or in any law which may be hereafter passed, that any officer, other than a member of the General Assembly, shall hold his office for any given term, the same shall be construed to mean that such officer shall hold his office for such term, and until his successor shall have been elected and qualified." Plainly, under this constitutional provision, school trustees whose terms of office would have expired in April next, will now, because of the act of 1875, continue in office until their successors shall be elected and qualified, under the elections to be held in June next.

Very respectfully,

CLARENCE A. BUSKIRK,  
Attorney General.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

NEW subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription, it will save trouble and expense.

THE subscribers to the Educationist will, in the future, receive the Journal the *pro rata* time of their subscriptions: i. e. the price of the Journal being \$1.50 and that of the Educationist \$1, the subscribers to the Educationist will receive the Journal for *two-thirds* of the time their subscription has yet to run for the Educationist. We presume this will be satisfactory to all.

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## NOMENCLATURE OF GRADES.

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Those who have had occasion to study school reports have been annoyed by the want of uniformity in the grading and the naming of the grades in the different cities. Some have followed the lead of Chicago in making ten grades below the high school, and completing the course in eight years, while others, like St. Louis, have allowed but seven years for the work of the district schools. A large majority of cities east and west have for some years required that the average pupil shall spend eight years in the district school, and have allotted one year to the completion of each grade. At a meeting of western superintendents of schools in the largest cities in the West, held in Chicago December, 1874, it was determined to adopt the following system of grading and nomenclature of grades:

"A school year shall consist of forty weeks of attendance. The time

of the entire course, including the High School, shall be twelve years. The instruction given during the first eight years shall be called Elementary Instruction; that of the last four years, Secondary Instruction. The schools in which Elementary Instruction is given shall be called District Schools. Those in which Secondary Instruction is given shall be called High Schools. The District Schools shall consist of two departments, which shall be named respectively Primary Department and Grammar Department. The Primary Department shall include the work of the first four years, and the Grammar Department that of the fifth, sixth, seventh and eighth years. The grades in these departments shall be called first year, second year, etc., to eighth year, and in the high schools they shall be named in the same way, the lowest grade being called first and the highest fourth year."

The cities referred to are Chicago, St. Louis, Detroit, Cleveland, Indianapolis and Dayton.

At a meeting of Superintendents of City Schools in the State of Indiana, held in Indianapolis April 7th, 8th and 9th, it was unanimously recommended that the same system be adopted in all the cities and towns in this State. A recommendation similar to this, but differing in some slight particulars, was made by our State Board of Education some months ago, and also by the Department of Superintendency at the National Teachers' Association held last summer at Detroit.

The division into Elementary and Secondary Instruction corresponds with that made in the school systems of Europe, and the term Grammar, in place of Intermediate, was adopted in order to conform to the usage in naming this department throughout the Eastern States.

It is a matter of no vital importance what names are adopted, but it is of importance that all shall use the same names.

We, therefore, earnestly recommend and urge that all the cities in the State comply with the suggestions made by these conventions, when they publish their next annual reports.

B.

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## THE HIGH SCHOOL QUESTION—II.

It is proposed, in this article, to state briefly some of the reasons why the High School is a necessary department of a system of public instruction. We shall give first those reasons that are most apparent, and then proceed to the discussion of some others that are not so manifest at first view, but which are fundamental, and are incorporated in the idea of a school for the training of the young for citizenship in a free, republican government.

1. A public school system is incomplete unless it provides for its own perpetuation. A supply of well qualified teachers is necessary to this. No person, whose opinion is worthy of any respect, claims that the ele-

mentary schools will give all the scholastic training necessary for the teacher in those schools. Such provision must then be made as will enable those designing to teach to obtain that additional knowledge which it is conceded they must possess in order to teach successfully. The greatest need of public schools to-day is better scholars for teachers; and yet the most of them employed,—at least in our cities and towns,—have partially or entirely completed the high school course. Close the free high school, and large numbers who would become teachers will be deprived of the opportunity to fit themselves for this profession. Their poverty,—for it is not from the wealthy classes that our teachers come,—or other conditions will prevent them from attending such schools as may be organized to supply the demand for higher instruction which the closing of the high schools will create. The consequence will be that even the present standard of acquirements for teachers cannot be maintained, and the elementary schools must suffer. What shall we say of that legislation that provides for a system of public instruction, and yet makes no provision whereby the idea may be realized?

Lest we should be accused of having overlooked the fact that the State has established a Normal School for the training of teachers, we will simply state that the idea of a normal school is to give professional training, not academic instruction. If it is to do the work of the high school as well, and is to furnish a supply of teachers for the State, then the number of normal schools must be greatly increased. Such an undertaking will cost the State vastly more money than is now required to sustain our high schools.

2. The influence of the high school upon pupils in the lower grades is a matter of considerable importance. Children need this stimulus, and it is especially beneficial in the intermediate schools. Thousands are inspired with greater zeal and nobler aspirations for higher attainments, and are urged on to more persevering effort because of the "more beyond," even though it may be beyond their reach. He who remembers his school days cannot forget the joy of passing into the next reader, nor the inducement thus afforded for study. What the next reader was to him, the high school is to the children in the lower grades, and more. The desire of reaching this goal is not equally intense in all, but those that are influenced by it do in turn influence those with whom they are associated, and thus all reach a higher plane than they would otherwise attain. When the benefits of the high school are properly estimated, the objectors will find them distributed among the thousands who never enter its doors. We believe that to these alone it is worth all that it costs, and that instead of its being an institution for the benefit of the few it benefits all.

3. The high school is a powerful agent in popularizing the public schools. To it are sent the children of the rich and poor alike, and since the scholarship required for admission can best be obtained in the lower grades, they, too, are patronized by all. Thus a division of society into castes, on the basis of wealth, is in a large degree prevented. Close the

high schools, and not only is higher education practically impossible to the poor, but multitudes of primary schools for the exclusive education of the children of the wealthy and cultivated will be opened, and supported at private expense, and the public schools will ere long be styled "schools for the poor." There is much in a name, as those have found out who have undertaken to maintain "ragged schools" in our large cities. Our poor people do not take kindly to such appellations. The "schools for the poor" will very soon become poor schools. This result is so evident that those who advocate abolishing high schools recommend that all persons, without distinction, shall be compelled by law to send to the public schools. (See Nordhoff's *Politics for Young Americans*.) This is practically impossible, and the suggestion seems to us ridiculously absurd. It is only by making them the best that they can command the support of all, and no high standard of excellence can be maintained in the face of so low a standard of attainments required.

The space allotted to this subject does not permit us, at this time, to enter upon the discussion of what we deem the strongest reasons for the maintenance of secondary instruction at the public expense. We shall, therefore, defer further remarks until the next number. B.

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THE late Legislature amended the school law so as to read, "County superintendents are hereby prohibited from acting as agents for the sale or introduction of any text-books, maps, school furniture or school apparatus, or supplies of any kind or description, and from receiving any compensation, gift, or reward in any form whatever, for recommending or using their influence in favor of the introduction or use of the same, and it shall be the duty of the Board of County Commissioners to dismiss any county superintendent for immorality, incompetency, or general neglect of duty, or other violations of the provisions of this section."

Every right-minded superintendent will indorse this amendment as proper and just. No person in official position should *sell* the influence thereby given him to further the ends of private individuals. He is paid to work for the best interests of the people, and these interests alone should determine his actions; and when the public welfare, in his estimation happens to lie in the line with that of individuals, an honest officer will scorn to take pay for doing his duty. Money received for official influence, whether this influence be exercised for or against the public weal, is nothing more nor less than a *bribe*.

We are glad to believe that almost all our present superintendents are honest, honorable men, and yet we are forced to the conclusion that a few have given room for serious doubts as to their integrity. It was charged by members of the Legislature that in one instance the county superintendent had drawn pay from the county treasurer for every working day in the year, and that he had spent a week or two of that time in traveling over his county with an agent, introducing him to trustees and

urging them to buy the agent's maps, and that he received pay from the agent for his services. Other instances were named in which superintendents did the same thing, except that it was not known that they charged the county for their time. In other cases, superintendents were charged with acting as agents and receiving pay to use their influence for the introduction of certain text-books. It was also charged that one superintendent would visit from two to four schools a day, and then charge a day for each school visited. In another case it was said that a superintendent spent a great many days in looking over public records and dockets that he knew had just been examined by the attorney general. We have no doubt that many of these cases are exaggerated, and that others are without foundation in truth; yet some of them seem to be well authenticated, and they had much to do in making enemies to the law, and the backward step taken is owing, in not a little degree, to the effect of these charges.

We make these statements to show the few superintendents at fault, what a great wrong they have inflicted upon their co-laborers in office and the great calamity they have been instrumental in bringing upon the educational progress of the State, and also to put other superintendents upon their guard.

A superintendent should take it as an insult for an agent for anything, to offer to pay him for his influence.

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HOW TO FORM THE POSSESSIVE CASE OF NOUNS.—Most teachers find trouble in teaching pupils to form the possessive case of nouns correctly. Our books give rules on the subject—rules for the singular, rules for the plural, and exceptions to all of them. These are committed to memory and recited, and they are drilled upon, and yet but few pupils leave the common schools who do not occasionally make mistakes in this matter.

We experienced this difficulty when teaching, and got over it by inventing a rule of our own, which we have not yet seen published. It is this: *Spell the word correctly, then, to form the possessive case, add the apostrophe, and if it will not make a hissing, disagreeable sound, an s also.*

This rule covers all the ground for both singular and plural nouns, and there are no exceptions to it. It is only necessary to make the child understand it, and then cultivate his ear to recognize such sounds as are disagreeable.

W. D. Henkle, editor of the "Querist," who is high authority on such matters, says there are but three singular nouns that do not take the *s* in forming the possessive. These are Jesus, conscience, and Moses; and these are exceptions only when followed by words having the *s* sound. When the *s* is written it should always be pronounced when the word is spoken. We give this rule and make these suggestions because we believe they will be of benefit to many teachers.



ON the first Monday of June the county commissioners will be called upon to appoint county superintendents, and no more important duty in the coming year will they have to perform. Upon no other county officer does so much depend as upon the superintendent. No one can benefit the people so much by the faithful and efficient discharge of his duties, and no one can rob the people so much by failing to perform faithfully what the law requires of him. It is of the utmost importance, in this case, that the right man be put in the right place. If commissioners are wise, and act for the best interests of the people, they will select the very best available man for this place, without regard to personal friendships, politics or religion. They will look with an eye single to the one question of qualification. The superintendent is expected not only to examine all the teachers of the county, and thus fix the standard of instruction to be given to the children, but to take the lead in all teachers' meetings and shape the direction of the educational sentiment of the county. The commissioner who could condescend to vote to put an unworthy man into so important a place from party or personal motives, is unworthy the trust the people have reposed in him, and should, at as early a day as possible, be retired to private life.

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#### LANGUAGE LESSONS.

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Is the formal teaching of the English language in the elementary schools of any practical value? Were we to judge by the results in many cases, we should be compelled to admit that the labor thus expended is of very questionable utility. Pupils go through the course prescribed, pass all the examinations required, and leave school with no more perceptible power to think or express their thoughts, than those who have pursued a similar course of study with the language lessons omitted. It is not uncommon to hear the opinion expressed by teachers of high standing, that these lessons are of no real value in training the child to talk and write; that if every recitation is made a lesson in language, as it ought to be, everything is gained that the formal language lesson proposes to accomplish. If this be true, the fault is in the idea of the result to be attained by the language lesson. If the making of the verb to agree with its subject, the pronoun with its antecedent, etc., etc., is the ultimate end of language lessons, then certainly this can be reached by a careful and continued criticism of the language of the pupil in every recitation. And this work every good teacher will do whether he gives "language lessons" or not.

It is, however, a grave mistake to suppose that lessons in *grammar* are all, or the principal part of lessons in language.

The opinion has long prevailed that in the teaching of grammar the "end does not justify the means." The child learns, as one of his first

tasks on commencing this study, that it is to "teach him to speak and write the English language correctly;" but he graduates from it possessed with the thought that it was intended to teach him how to "parse," and to play at a game of "shuttlecock and battledore" with words, phrases, and clauses. As an exercise in mental gymnastics, this is not to be dispised; and it also has a place, though a very subordinate one, in the teaching of language.

The subject of language teaching is a two-sided one:—it has a thought side and a form side. The latter is taught for the purpose of giving expression to the former. It is an instrument, a means to an end, and should ever hold this relation in the estimation of both teacher and pupil. It is, however, important, and those who would expunge it from the common school curriculum are unwise counsellors.

The following seem to us to be the results to be sought through a formal teaching of language:

1. That the student shall learn how to think upon a subject.

To do this he must at first receive very definite instruction, and be required to follow directions implicitly

A very large part of the discourse of mankind is either Description or Narration, and it is in the line of these that the instruction in language in elementary schools should be given. The child should be taught first to describe. This gives to him a wide range of subjects, but limits him to a statement of their attributes at some given time, and excludes all of those themes in which the subject is represented as changing in time such as history, biography, and every kind of narrative.

To illustrate,—If he be required to describe a flower, everything is excluded except those attributes that belong to the flower at the time of the description.

But the field of view is still too large for close and definite thinking. There are so many classes of attributes that the child can select a few of the most prominent of each, and thus complete his description with little effort and no method. A classification of these attributes is therefore necessary. The teacher readily sees that a division can be made on the basis of properties and relations, or those attributes that belong to the thing in itself considered, and those that are dependent upon other things. If, then, the child is limited to the statement of the properties of the object, he will be compelled to consider only its qualities and its actions. But even this may give too wide a field. If so, his thought should only be directed to the qualities. Here again a subdivision may be made into qualities, a knowledge of which is gained by means of the senses, and those that are known through other sources of information. Taking those known by means of the senses, and we can make still another classification on the basis of the sense employed, whether it be sight, or touch, or taste, etc.

With very small children, and with large ones as well, who have not learned to think methodically, this final classification is the place to begin. The field of view is now so narrow and circumscribed that oppor-

tunity is given for close and definite thought and observation. The careful study of the object thus limited will cause new ideas to be formed which must be named, and thus new words will be introduced into the child's vocabulary,—which we consider the second result to be sought.

The proper arrangement of these words into sentences is no difficult task for a child old enough to attend school. He has learned to do this in learning to talk; except that he will be apt to make some blunders in the grammatical forms, which he must be taught to avoid.

When the time comes in the course for the writing of these thoughts,—and that is very soon,—the simplest rules for capitals and punctuation are required to be observed. These will be learned incidentally and without much effort on the part of either teacher or pupil. As power to think is developed, a wider range is given and other classes of attributes are included in the description. An opportunity will then be afforded for training in method, by requiring the pupil to name all the attributes of any one class in immediate connection with each other. For instance, in describing a flower, he might first name all the qualities learned by the sense of sight, and then those by the sense of smell, etc. Thus the child will be trained to close and methodical thinking.

The arrangement of these thoughts into sentences, both written and oral, we consider a third result to be reached in a course of language lessons.

Now, it seems to us very evident that all this cannot be done without making a separate study of this subject. Hardly one of the results mentioned could be attained by the plan suggested above, in which the formal teaching of the subject is to be omitted.

One of the chief causes of failure in language teaching, is that the whole thing is made a matter of dead forms. The pupil has no live thought in his mind, therefore he has no use for the instrument by which thought is expressed. The different sentence forms which he learns are without value to him, because he has no use for them. They are learned as a task and then forgotten as soon as possible. Let them be learned as they are needed to express some thought or feeling in the mind of the child, and they will not be so easily forgotten.

We close with one additional thought;—these lessons, in order to be of most value, must be applied in all the school exercises. The laws learned and observed are applicable to the teaching of arithmetic and geography and history, as well as of language. Thus the language recitation will become a central point, around which all other subjects will be grouped, and be in a degree dependent for the method of thought pursued in the teaching of them. Any system of language teaching that is ignored in every exercise except the one in which language is especially taught, must be a failure in practical results.

B.

We call the attention not only of superintendents but of teachers, to the report of the late meeting of city superintendents, found elsewhere in this Journal. Some of the subjects discussed are of general interest, and some of the points made are worthy the careful attention of every teacher.

Every teacher should read Rev. A. D. Mayo's article on "Truthfulness in the School Room." It has not been our privilege for months to give our readers an article so full of "food for thought."

Instead of printing the ordinary questions by the State Board, we give this month the questions used in 1874, in the examination for State certificates. We give only the questions for the second grade certificates—next month we shall give the additional questions necessary for a First Grade certificate.

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**PUBLIC LIBRARIES.**—Last month we printed a statement in regard to the establishment of public libraries in Indianapolis, Evansville and Muncie. We wish again to refer to this subject and also to the law governing it. In 1852, the Legislature first enacted a law authorizing the establishment of public libraries. [See Gavin & Hord, vol. 1, page 422.] This law provides that "the inhabitants of any city, town, village or neighborhood in this State, or any part of them, whenever they have subscribed the sum of fifty dollars, or upwards, towards the establishment of a public library, may assemble themselves for the purpose of holding an election for directors," etc.; and in 1878 the act of '52 was amended as follows: "Any city incorporated under the law of this State may, by the vote of two-thirds of the members of the Common Council therefor, subscribe to the stock of any public library association organized within its limits, and for the payment of such shares of stock, and the assessments on the same, may, from time to time, as the Common Council may think proper, annually levy and collect not more than two mills on the dollar upon the taxable property within the limits of the city, which shall be paid into the city treasury and applied to the payment of such stock and assessments made thereon." [See General Laws of 1872-3, page 176.]

It is a surprise to us that more cities have not availed themselves of the privileges afforded by the law referred to above. The great advantages of a good public library, in a community, are apparent to every person of intelligence. Next to the public schools and the pulpit, no other single instrumentality can do so much to elevate the intelligence and moral sentiment of a people as a well selected library. We believe that this law has not been brought to the attention of public spirited men, or more libraries would have been established ere this. It is only necessary that a few of the leading men in a place be interested in the matter, in order to insure a good public library in every incorporated city of the State of average intelligence and public enterprise. The

superintendents and teachers are the persons to take the lead in this matter: i. e., they are the ones to set the ball rolling. They are the ones to urge the importance of public libraries, to point out the law, and to interest liberal minded, public spirited citizens, and induce them to act in the matter. Let those interested go to work at once.

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**PERMANENT CERTIFICATES.**—The subject of permanent certificates is being discussed, in various quarters, with a correct tendency, as we think. We can see no reason that will not apply equally well to doctors, lawyers and persons engaged in other professions, why a teacher who has thoroughly qualified himself, should be subjected to a biennial test of his qualifications. We believe that when a person has once fully prepared himself and entered upon his work, examinations should cease and the merit of his every day work should be the certificate that will secure his further continuance in the profession. It is fair to suppose that when a person has once qualified himself, that so long as he continues teaching he will not become *dis-qualified*. We agree that so long as much of the teaching must be done by young and inexperienced persons, a system of strict examinations is absolutely necessary to protect the public from imposition; but it does not accord with our notions of public weal or justice to tried and successful teachers that they should be subjected to these frequent examinations. The only remedy at present, except for the larger cities, is State certificates. Indianapolis and Cincinnati are both moving in the direction of permanent certificates, and we hope the plan will be established generally for all *well qualified* teachers.

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THE Attorney General has decided that all money collected for liquor licenses goes into the school tuition fund, and that it must be expended in the county whence it is received. A very righteous decision;—for certainly the county having the greatest number of saloons will need all this additional school revenue to improve the schools so as to, in some degree, counteract the evil influences always disseminated by these dens of vice. According to the new liquor law, city councils have the power to levy an additional tax of \$100 on each saloon, and we trust that this will be done in every incorporated city and town in the State. Should this additional revenue be devoted also to school purposes, it would go not a little ways toward reducing local taxation. In Indianapolis, alone, the money raised from this source would amount to the princely sum of *thirty thousand dollars* annually. We are not one of those who would license the sale of intoxicating liquors simply for the sake of revenue; but if we must have the saloons we are in favor of making them pay as dearly as possible for the great wrong they do society.

## MISCELLANY.

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### QUESTIONS USED IN JULY, 1874, FOR STATE CERTIFICATES.

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**ARITHMETIC.** *One hour.* 1. Write 476 in words; as units; as tens; as thousands; as tenths.

2. In what respect does bank discount differ from true discount? Illustrate by example.

3. Find the G. C. D. of  $16\frac{1}{2}$  and  $18\frac{1}{2}$ . Analyze the process and deduce the rule.

4. Develop a rule for the extraction of the square root of numbers.

5. What practical use is made of duodecimals? Illustrate.

6. What sum must be invested in stocks at 5 per cent. premium, bearing interest at 6 per cent., to produce an annual income of \$1,000?

7. How many square feet of boards will it take to make 12 boxes, each 18 inches long, 12 inches broad, and 8 inches high, inside measurement, the boards being one inch thick?

8. What determines the law of increase and decrease in any system of notation?

9. A box contains 144 cubic feet, and the sides are to each other as 2, 3, and 4. What is the distance from one lower corner to the opposite upper corner?

10. A and B can do a piece of work in 8 days, and A and C in 10 days, and B and C in 12. In what time can they do the work together, and in what time can each do it alone?

**GRAMMAR.** *One hour.* 1. Name and define the essential elements of a sentence.

2. Define inflection, and state its use in our language.

3. How are some relations shown in the English sentence that are shown in most other languages by inflection?

4. In what respects does the verb differ from other parts of speech?

5. What is the distinguishing mark of a personal pronoun?

6. State precisely in what respects prepositions resemble conjunctions. In what respects do they differ?

7. What should be the objects aimed at in teaching English Grammar in the public schools?

8. Compare and contrast Grammar and Rhetoric.

9. Of what practical value is the analysis of sentences?
10. *His being a lawyer was of great advantage to him.* Parse the italicised words.

**GEOGRAPHY.** *One hour.* 1. What different conditions and relations must be considered in determining the climate of any particular place?

2. State the relation that exists between the climate of a country and the possibility of realizing a high degree of civilization.

3. What is the condition of the great plain immediately east of the Rocky Mountains with respect to vegetable productions? Give the reason for the same.

4. Name the principal rivers of the Mississippi valley.

5. What are the natural characteristics that distinguish a continent from an island?

6. State the number of States and name all the Territories in North America under the control of our government.

7. What is included in Great Britain? What in the British Empire?

8. Name the great powers of Europe, and name and locate two of the principal cities in each.

9. Describe the physical character of North America.

10. If the inclination of the plane of the earth's equator to the plane of its orbit were  $25^{\circ}$ , what would be the width in degrees of the several zones?

**NATURAL PHILOSOPHY.** *One hour.* 1. Name six of the essential properties of gold, and define each.

2. Define mass, density and volume, and state the relation existing between the others when each in turn is considered constant.

3. What property of the air causes resistance to a ball passing through it, and how much is this resistance increased by doubling the velocity? Explain.

4. Explain fully the principles involved in the action of the chain pump.

5. What are the conditions which determine the length of a pendulum that will beat seconds?

6. Define specific gravity, and state the easiest mode of finding the specific gravity of a pebble.

7. There is an opinion prevalent that as the pressure of water increases with the depth, a piece of iron or lead falling into the ocean will sink to a certain depth and there float. another, that it will go to the bottom. State *your* opinion in this matter, and give *philosophic* reasons therefor.

8. Give a scientific explanation of the process of freezing in the manufacture of ice cream.

9. What is the difference between high pressure and low pressure steam engines? What advantage has each over the other?

10. What is the general law of the expansion of matter by heat? Give illustrations and state any known exceptions, and the advantages arising therefrom?

CONSTITUTION OF THE U. S. *One hour.* 1. Describe the Legislative Department of the Government of the United States.

2. Which house of Congress more particularly represents the people? Why?

3. Name the qualifications of Senators; the qualifications of Representatives.

4. How are the members of each House of Congress elected? How long do they respectively hold their offices?

5. What executive and judicial powers does the Senate possess?

6. For what purposes may Congress lay and collect taxes, duties, imposts, etc.?

7. Why may not a State adopt a monarchical form of government?

8. What constitutional guaranty is there against the union of Church and State?

9. What are the constitutional guaranties which protect the citizens from arbitrary arrest and unreasonable search?

10. What inalienable right is secured to the people by the Fifteenth amendment to the United States Constitution?

PHYSIOLOGY. *One hour.* 1. Of what are bones composed?

2. How are bones held together at the joints?

3. How are muscles attached to the movable bones?

4. Name the principal inorganic substances taken as food?

5. What is the use of water in the animal economy?

6. What kinds of food contain the largest quantity of starch?

7. What is respiration and how is it performed?

8. Trace the circulation of the blood—beginning at the right auricle.

9. What are nerves and with what organ are they all connected?

10. Give the difference between voluntary, reflex, and involuntary motion.

THEORY AND PRACTICE OF TEACHING. *One hour.* 1. What practical use can the teacher make of a knowledge of mental science in the government of the school?

2. What practical use can the teacher make of a knowledge of mental science in teaching reading?

3. Select any passage of prose or of poetry, and explain how you would teach it for the purpose of exercising specially the different faculties of the mind.

4. Take any important event in the American Revolution—for example, the battle of Long Island, or any other example you choose—and show how you would teach it so that the pupil should have a complete knowledge of the event, and that it be made a matter of perfect memory.

5. What are the specific objects to be gained, in conducting a recitation, on the part of the teacher?



6. What directions can you give your pupils in regard to *methods of study*?

7. What is the difference between spontaneous education and school education?

8. What reasons would you give for requiring pupils to be punctual in the discharge of all their school duties?

9. What things are involved in your idea of punctuality?

10. What is the true end or purpose of the school?

**MORALS.** *One hour.* 1. What is meant by the Moral Law?

2. What is the distinction between a lie and an untruth?

3. State the duties that a parent owes to his child, and the grounds of the obligation.

4. State the grounds upon which punishment for the violation of law is justified.

5. Why is punctuality a moral obligation?

6. Is a promise to do wrong obligatory? Why?

7. State the distinction between moral courage and physical courage.

8. What is meant by gambling, and why is it an immoral act?

9. Upon what principle of morality is courtesy founded?

10. Under what circumstances is a violation of the civil law a duty?

**HISTORY OF THE UNITED STATES.** *One hour.* 1. Define History in such a manner as to distinguish it clearly from other subjects.

2. What nations acquired title to territory on this continent during the last of the 15th and the beginning of the 16th centuries?

3. On what grounds did these nations acquire their respective titles, and what territory was claimed by each in the year 1506?

4. What was the policy pursued by each nation in respect to their newly acquired possessions?

5. Give the date of the King William's War, and tell its causes and results; the date of the French and Indian War, and tell the causes and results.

6. On what grounds did the Colonists justify themselves in waging the War of Independence? Explain fully.

7. What are some of the fundamental ideas upon which this constitutional government was founded?

8. Explain the doctrine of "State Rights," and tell to what political difficulties it has led during the constitutional period of our history.

9. To what political difficulties during the period of our constitutional history has the doctrine of "Political Inequality of Race" led?

10. What were the points at issue in the war of 1812 with Great Britain, and what questions were settled by that war?

**NOTE.**—Close of the examination for 2d class certificate.

SPECIAL NOTICE.

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Having been told that a person has visited one or more counties of the State and has represented himself to be Deputy Superintendent of Public Instruction, notice is hereby given that I have sent out no deputy, and do not intend to do so. Therefore, if any person, traveling over the State, represents himself to be my deputy or agent, or claims that he is acting under the authority of this Department, he should be regarded and treated as an impostor.

J. H. SMART,  
Supt. Public Instruction.

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SUPERINTENDENTS' CONVENTION HELD AT INDIAN-  
APOLIS APRIL 7, 8 and 9, 1875.

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The following programme was carried out: The Convention spent the forenoons of Thursday and Friday visiting the schools of the city, and the afternoons and evenings of those days in considering such questions as would be of mutual interest to the superintendents of the State.

The subjects discussed were classified under the three general heads of Instruction, Supervision and Theory. The subjects under the head of Instruction were, Language Lessons, What should be done with dull Pupils? Moral Discipline, Spelling. Under Supervision, Promotions, Duties of Superintendents to Teachers, Attendance Reports, Monthly Reports to Parents. Under Theory, Valid causes of Suspension and conditions for the readmission of Pupils, Examinations and Estimates, How should Recesses be Conducted? Grading and Nomenclature of Grades.

The discussion of the several subjects was entirely informal, and hence a few of the more important points reached is all that will be attempted.

*Language Lessons.*—In the discussion of this subject, W. A. Bell said, that in many cases the lessons amounted to nothing, because of the irregular and unmethodical way in which they were presented—there must be some definite plan, definitely followed—the attempts of teachers to follow the meager suggestions of superintendents were not generally satisfactory. The average teacher, by following closely any one of at least half a dozen text-books on this subject, will secure far better results than is at all likely to be secured by attempting to follow the unwritten suggestions of the best superintendent in the country. The main point is to get system and drill.

D. W. Thomas said, that Language Lessons were taught in all the grades of his school below the high school; oral lessons in the first, second and third years; in the fourth, fifth and sixth years with books in the hands of teachers, and in the seventh and eighth years the pupils used books, had daily recitations in all the grades, time about equal to that given to geography; had not systematized the course fully in the

lower grades where oral instruction is given, but in the other grades obtained satisfactory results; thought the primary object of Language Lessons to be the development of mind and the expression of thought.

H. S. McRea said, he had not gained very high results in oral Language Lessons; thinks course of Language Lessons necessary; would teach abbreviations, use of capital letters, business forms, etc.; has teachers talk to pupils for the sake of getting them to talk; at commencement of eighth year pupils are expected to know the parts of speech and analyze simple sentences.

D. E. Hunter commences the systematic study of Language Lessons in the fourth grade; teachers do not teach long enough to do systematic work in lower grades, and often are not able to follow the spirit even of the text-book.

Supt't. J. H. Smart contended that the object of these Language Lessons was misunderstood nine times out of ten. The primary thing is not so much to teach the pupils to read as to understand and interpret what they are reading. A child can be taught to talk, and he need not necessarily be a good reader; but when a child learns to read well and intelligently, it will be found that in almost every instance he will turn out a good talker. Language should be taught in connection with geography, reading, grammar, and all the regular branches, and from the very beginning a child should be forced by careful and judicious teaching to interpret the meaning of what it goes over. Reading, for instance, should not be merely an elocutionary exercise. When a reader comprehends his subject, the elocution will come naturally and easily. It is not so much the technical construction of sentences as their meaning that a pupil should be able to master.

J. J. Mills could not wholly indorse the theory advocated by Mr. Smart; said that carrying it to its logical conclusion would do away with the study of language, as a branch, altogether. He did not believe it expedient to dispense with text-books on the subject.

George P. Brown insisted that the primary object in the study of language is to enable the child to express his thoughts correctly, and that to do so he must think them correctly; hence the child must be taught how to think. For example, in teaching a child to describe an object he may be taught to give, 1. such properties as are learned through sight; 2. such as come through the other senses; 3. to limit it as to time and space; 4. to speak of it as whole, having parts; 5. as a part of a whole, 6. as an effect; 7. as a cause, etc., etc.; thus not only teaching the child to describe the object methodically and therefore completely, but at the same time teaching him to *think* logically. Messrs. Hunter, Cox, Swift, and others engaged in the discussion, and the matter was summed up in the following resolutions, which were unanimously adopted:

*Resolved*, 1. That formal language lessons are of primary importance in a common school curriculum.

2. That the object of language lessons are, first, to teach the pupil

to express his thoughts orally with accuracy and fluency; second, to teach the pupil to express his thoughts in writing with neatness and elegance; third, to teach the pupil to master the thoughts of others as represented to the eye or to the ear.

3. That a prerequisite to the successful attainment of these objects is a consistent and systematic drill in the thinking process.

4. That these should be given in accordance with a progressive course of study, the work for each year being systematically arranged and made preparatory to the work of the succeeding year.

5. That these lessons should begin with the first year of school, and that the first lessons should be exceedingly simple, and should consist mainly of conversations about familiar objects, or about what has been learned from the reading lessons.

6. That a practical knowledge of English grammar is essential to the proper expression of thought, and that it should be taught as a means to that end.

7. That it is of the highest importance to the success of teaching language in primary grades, that a manual be placed in the hands of the teacher containing the subject-matter to be presented, with copious exercises and the details of the methods of presenting the same.

What to do with dull pupils was next considered, which elicited a short and pithy discussion, in which nearly all present engaged. The general opinion seemed to be that the best way to get along with dull pupils, who are striving to keep up with their classes, was to exercise a due degree of charity towards them, and encourage them in every legitimate way. It is impossible to infuse brightness into a normally dull child, and in cases where there are failures in particular branches in examination, the proper course to pursue would be to promote such pupils, other things being equal. This is one of the evils of the graded schools, and there must be a little elasticity in the system. It would be wrong to force a dullard to keep pace with a smart student, and it would be the grossest injustice to keep a bright child back for the accommodation of dullards. The question is a delicate one, and the exigencies cannot always be met, or the case governed by arbitrary rules. All pupils should not be expected to reach the same standard of proficiency, and teachers should not be worried when some fall behind.

Promotions. It seemed to be the general opinion that in the towns and smaller cities, especially, it is better to have a step between the A and B classes of the same grade, so that pupils who, for any cause, cannot keep up with their classes need not be put back an entire year, and so that pupils who are able to advance more rapidly than the class in which they are, can do so more readily. The time for promotion was then discussed and the following resolution unanimously adopted:

*Resolved*, That it is the sense of this convention that pupils should be promoted whenever they are prepared for it, without regard to time.

*Duties of Superintendents to Teachers.*—In the discussion of this subject the following points were made: 1. That there should be the utmost

frankness on the part of the superintendents; 2. that general criticisms might be made in teachers' meetings, but that special faults should be pointed out in private; 3. that much of the lack of success in teaching comes through a want of a knowledge of the branches taught and of the philosophy of methods, and it should be the duty of the superintendent to instruct the teachers in these respects; 4. that superintendents themselves are often at sea as to any fixed methods and principles, and hence cannot criticise or assist teachers successfully; 5. that public general criticisms are frequently not taken by those for whom they are intended; 6. that the work done in teachers' meetings be made the basis for individual criticism; 7. that superintendents should not tell the faults of teachers to others; 8. that teachers should be criticised on distinct points, such as order, neatness, skill in imparting instruction, work on blackboard, etc. If the teacher understands that he is to be criticised and *marked* on these points, he feels that he has something definite to to work for. This plan is practiced in Indiananapolis, Terre Haute, and other places, with good results.

*Grading and Nomenclature of Grades.*—[See Editorial on this subject. Ed.]

*Attendance Reports.*—The subject of attendance reports was next considered, and, on motion of Mr. Wiley, of Terre Haute, the following was unanimously adopted:

*Resolved,* That this convention of superintendents readopt the following rule for making reports of attendance, and urge its universal use:

In all cases of absence from school, whether with intention of returning or not, whether the absence be occasioned by sickness or other causes, including suspension of pupils, but excepting solely the case of transfer to some other school in the same system, that the pupil's name be kept on the roll as belonging for three whole days, and dropped uniformly in case he does not return on the seventh half-day.

The subject of "Recesses" was next considered, the meeting regarding the principle of "indoor recess" as being inferior to the other method.

*Causes for Suspension and Readmission of Pupils.*—Many causes for suspension of pupils were enumerated, among others the following: Absence, habitual tardiness, the use of profane or obscene language, fighting, impudence, and the indefinable little mean things done by pupils in the school room that disturb the school and annoy the teacher.

*Conditions of Readmission.*—Acknowledgement of wrong doing and assurances on the part of both pupil and parent that the conduct of pupil will be correct in the future.

Upon the subject of examinations and estimates, it was thought that written examinations and average standing in recitation should form the basis for promotions, but that there were other elements, beyond per cents., that entered into the problem which no superintendent could afford to disregard.

The superintendents, with one or two exceptions, were of the opinion

that monthly reports to parents were beneficial and paid for the extra labor required to make them out.

*Moral Discipline.*—George P. Brown spoke at some length on the subject of teaching morals in our schools. He said that this subject had a psychological basis, which fact should be recognized in every effort to teach it. That in every moral act the three powers of the mind, viz., the intellect, sensibilities and will were introduced, and that it was important that the pupil recognize the fact that to the last of these the responsibility mainly attaches, because the action of the will is manifestly under the control of the individual, and it is the only power that is immediately under his control. It is also important for him to know that it is a law of mental activity that as the mind once acts it tends to act again, and that a constant repetition of the same act establishes a habit of thus acting. If then, the habit of right doing is once firmly established, there is little temptation, comparatively, to choose to do that which is known to be wrong, and the power may be said to be principled in the right. In a similar way, the habit of wrong doing may be formed. The application of these principles to the various social and civil relations of life, as set forth in the Ten Commandments, will constitute the chief part of the work of the teacher. This method is applicable especially to the higher grades, but there is no reason why a modification of it shall not also be adapted to the needs of the elementary schools.

The members of the convention, without exception, expressed themselves well pleased with what they saw and heard in the schools of the city.

Among the more noticeable features of the schools were, the cheerfulness and promptness with which the pupils conformed to the regulations of the school, the neatness of the school rooms and the school work upon the blackboards, the accuracy of thought and expression both of pupils and teachers, the rapid but quiet and apparently easy way in which the recitations were conducted, and the absence of communication among the pupils.

D. W. THOMAS, Secretary.

THE Boston School Board has under consideration two new rules, one of which raises the age of admission to primary schools to six years, the other reduces the hours of work in them to three each day, with a recess of thirty minutes from half past ten to eleven, so that the daily session will begin at nine and end at half past twelve o'clock. This is a sensible plan.—*Harper's Weekly.*

All of which we most heartily indorse. We believe that where a child has good home advantages, he should not be sent to school until he is seven years old, especially if he is to be confined indoors the whole school day. Five years, the school age established in most of the states, is certainly too young.

Indianapolis has tried the three hour plan for primary schools for years, and thoroughly demonstrated that children who attend but three hours per day advance as rapidly in their studies as those who attend all day. That the half-day children are physically better off no one will doubt. In the over crowded condition of the schools in many places, the school authorities would do well to consider the propriety of half-day schools for the primary grades.

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### LETTER WRITING.

[We publish the following *verbatim*, except the names, as a proof that letter writing is grossly neglected in many of our public schools.—Ed.]

February the 19. —75

Dear Sir i have not taken your School Journal yet i have ben notice ing some few of them i have been ingformed that they are of a great deal of benift if you please send me one in this month if you can I am going to school and i find nice to review send imeadataly if posble

Yours respcfully

(Person addressed)

MR. W. A. B.

(Name of the writer)

A.

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*To the Journal:*

CONCERT READING.—Do you *teach* reading in concert? How much time do you give to concert reading? These and similar questions are asked in almost every institute. Almost every educational journal contains articles clamoring for concert reading. We have had so much on its merits, will some one give us its demerits? I think we have too much concert reading, and not sufficient thought reading. Can a class be taught to read correctly in concert without doing great injury to some of its members? The natural tendency is to follow the loudest voice. Often the strongest voice belongs to the worst reader, and the weak voice to the best. One must be thrown out of its proper channel to form a union with the other. I think concert reading is one of the principal causes of singsong reading, an evil with which every teacher has to contend. Emphasis, inflection, thought, articulation and pronunciation are unnoticed; noise, rapidity and singsong are the essential elements. Indeed, *imitation* is the main thing accomplished.

He who succeeds in getting his class to read best in concert, is doing the very worst thing for his pupils.

J. V. COOMBS.

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A SPELLING TEST.—A person who can write the following sentences without missing a word, is a good speller:

"The most skillful gauger I ever knew was a maligned cobbler, who

drove a wagon, using a mullein-stalk as a weapon of coercion to tyrannize over a caterpillar shod with calks. He was a Galilean Sadducee, and he had a phthisicky catarrhal diphtheria, and the bilious intermittent erysipelas. A sibyl with the sobriquet of 'Gypsy' went into ecstasies of cachinnations at perceiving him separate saccharine tomatoes from ignitable queues without dyeing or singeing anything or charging a cent. A hemorrhage nearly paralyzed her as she received, with unparalleled embarrassment, an harassing courtesy, accompanied by mistifying, ratifying and stupefying innuendoes; bouquets of lilies, mignonette and fuchsias; a treatise on mnemonics; a copy of the apochrypha in hieroglyphics; daguerreotypes of Mendelsshon and Koscwsko; a kaleidoscope; a dramphial of ipecacuanha, from which she took a drachm; a teaspoonful of naphtha; a ferrule; some licorice; a surcingle of symmetrical proportions, and a chronometer with a movable balance. She displayed some vacillation in evincing her preference, and said it was referable to an occasionally-occurring idiosyncrasy, and wofully uttered this apothegm: 'Life is checkered, but schism, apostasy and heresy shall be punished; There is notably an allegeable difference between a conferrable ellipsis and trysyllabic diseresis. He replied apologizingly in trochees, not impugning her suspicions."

A CITY superintendent, speaking of the State Association, says:

"Would it not be better to give a little more time for social commingling? Many of the teachers are strangers to each other when they meet and are the same when they separate. An hour might be spent very agreeably at night, after the address, in social converse.

Further, the holiday week is a bad time for our State meetings. It is a time when many do not desire to be away from home. It is also generally cold and disagreeable weather; the days are short, and consequently the exercises are crowded together, and but little time given for discussion and deliberate action."

WE call the attention of trustees to the card of the State Superintendent with reference to impositions practiced upon them by a certain party representing himself as commissioned by the Superintendent to sell them his wares. We have the name of the agent who is charged with this dishonorable act, but are waiting for conclusive proof of his guilt before publishing it.

THE SULLIVAN *Democrat* speaks in very commendable terms of the work done at Union Christian College at Merom. We are glad to hear this good report.

LAST fall, at the Monroe county institute, Prof. G. W. Hoss offered a premium for the most tasteful school premises, including house, grounds, walks, etc., in the county, outside of Bloomington. The matter of merit is to be decided by a committee, and the award made at the next annual



institute. This is certainly a step in the right direction. Anything that will stimulate both teachers and trustees to keep clean and beautify their school houses and grounds, we most heartily commend.

PORTLAND, Jay co., is erecting a new \$25,000 school building. Acton is building a \$10,000 school house.

THE Northern Indiana Normal School, at Valparaiso, seems to be prospering beyond all precedent. The number now in attendance is reported 500, and yet the school is only two years old. H. B. Brown is principal.

LEE AULT, superintendent of the Winchester schools, and Chas. W. Paris, county superintendent, will open a six-weeks' normal institute in Winchester, July 20.

THE JEFFERSONVILLE SCHOOLS.—There are twenty-four teachers in these schools, besides the superintendent. Two German teachers and three colored. There are eight grades below the high school and a four years' course in that. There are 63 pupils in the high school. Latin and German are required, and Greek is elective. The "Roll of Honor" is a feature in all the grades. The names of all the pupils on this roll are published every month in the city papers. Four things are required of pupils in order to have their names on the Roll of Honor: 1. Must be present every half-day during the month. 2. Must not be tardy. 3. Must be perfect in deportment. 5. Must average 5 in all studies on a scale in which 6 is perfect.

The following are some items from monthly report for month ending April 2: Enrollment for the year, 1,285; enrollment for the month, 974; average number belonging, 900; average daily attendance, 845; per cent. of attendance, 94; number not tardy, 850; number on Roll of Honor, 207. O. H. Smith is superintendent and J. M. Payne is principal of high school.

ST. LOUIS, Mo., March 22, 1875.

The officers and counsellors of the National Educational Association have decided, by a vote of thirty-two to fourteen, to hold the next meeting in Minneapolis, Minn. Ample arrangements will be made by local committees to provide for the entertainment of members and for excursion rates by the lake and railroads, and by the river. A circular will soon be issued giving particulars as to routes and accommodations, as well as the programme of the proceedings. The time fixed for the meeting is August 3, 4 and 5, 1875.

W. T. HARRIS,

President Nat. Ed. Association.

THOMAS ARMSTRONG and J. J. MILLS have decided to hold another normal institute this summer, near Butlersville, Jennings county. The one they held last summer was one of the best in the State, and the next one will certainly not be inferior to its predecessor.

## PERSONAL.

ELI F. BROWN, of Purdue University, will spend a few weeks of the coming summer in working in county institutes.

D. B. VRAZEX, assistant agent for D. Appleton & Co., with headquarters at St. Louis, made his first visit to Indiana a short time ago. Book agents are usually jolly good fellows, and he is not an exception to the general rule.

J. J. ECKMAN, assisted by Mrs. M. H. Crouse, is supplementing the Fowler public schools with a spring session of private school. Fowler is a new place, but ought to soon advance to the dignity of a ten-month public school.

T. J. BROWN, late of Ottawa, Ill., has opened a school in the Oxford Academy.

ELI JAY is acting president of Earlham College, in the absence of the President, Joseph Moore, now in the Sandwich Islands. Mr. Moore will return in July or August.

E. E. HENRY, of Worthington, has been spending some weeks in visiting schools and making inquiries as to the proportion of rogues among the pupils. He has concluded that about one boy out of every sixty is a regular scallawag, and that there are only half as many "hard cases" among the girls.

DUANE DOTY has resigned his position as superintendent of the Detroit public school, and has taken a place in the book-selling firm of E. B. Smith & Co., of Detroit. Mr. Doty is one of the ablest men who has ever been engaged in the public schools of Michigan.

PROF. J. M. B. SILL, superintendent of the Detroit schools, has been appointed to take the place of Mr. Doty, resigned. He knows more of popular science, perhaps, and how to teach it to children, than any other man in the country.

W. WATKINS, of Dayton, Ohio, who is very highly recommended as an institute worker, by such men as E. E. White, John Hancock and Thomas W. Harvey, will engage to work in a few institutes in this State. His specialties are Primary Instruction, Theory and Practice and Geography.

JESSE H. BROWN, assistant superintendent, Indianapolis, will engage to hold a few institutes in July and August.

D. ECKLEY HUNTER, superintendent of Franklin schools, one of the oldest institute men in the State, will conduct institutes in the latter part of the summer.

## BOOK-TABLE.

**THE AGE OF FABLE; or Beauties of Mythology**, by Thomas Bulfinch.  
Published by J. E. Tilton & Co. Boston, Mass.

This is a most useful book for the general reader. The author, in his preface, very truthfully says, that "without a knowledge of mythology much of the elegant literature of our own language cannot be understood and appreciated. When Byron calls Rome 'the Niobe of nations,' or says of Venice, 'She looks a Sea-Cybele fresh from ocean,' he calls up to the mind of one familiar with our subject, illustrations more vivid and striking than the pencil could furnish, but which are lost to the reader ignorant of mythology. Milton abounds in similar allusions. The short poem, 'Comus,' contains more than thirty such, and the ode, 'On the Morning of the Nativity,' half as many. Through 'Paradise Lost' they are scattered profusely. This is one reason why we often hear persons, by no means illiterate, say that they cannot enjoy Milton. But were these persons to add to their more solid acquirements the easy learning of this little volume, much of the poetry of Milton which has appeared to them 'harsh and crabbed,' would be found 'musical as Apollo's lute.' "

This book is not only useful, it is delightful: we have read it through with all the interest and pleasure of a child, and our children have preferred it to any other story book in the library. It is the happiest combination of amusement and useful knowledge that it has been our fortune to possess for many a day. Many interesting subjects that our best classical dictionaries pass with mere mention, are given here in full. It includes not only Grecian and Roman mythology, but that of the East and North as well. Not the least pleasing feature, are the numerous poetical citations from standard authors, which tend to fix in the memory the leading facts of each story.

We have spoken more extensively in the praise of this little book than is our custom, but not more so than every reader of it will heartily approve.  
G. P. B.

**ANNUAL RECORD OF SCIENCE AND INDUSTRY for 1874.** New York: Harper Brothers. For sale by Yohn & Porter, City Book Store, Indianapolis.

Spencer M. Baird, with the assistance of eminent men of science, is the editor of this valuable volume. The book contains nearly 700 pages. It is what the title imports, a history of the progress made in the various departments of natural science in 1874. The book will be of special interest to those engaged in the study of, or in teaching natural science. The matter is well selected and arranged, and the book is gotten up in good style.

"**THE PURDUE**" is the name of a college paper issued by "the boys" at Purdue University. The first number looks well, and the make up ranks creditably with similar papers of older institutions.

## LOCAL.

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### IMPORTANT SUGGESTIONS TO SCHOOL OFFICERS.

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In seating a school room always avoid placing a small desk in front of a larger one. A scholar can neither sit nor write with ease when desks are so arranged. Desks of the same size should be placed in the same row; placing the large desks in the outside rows, and the smaller ones in the inside. If necessary at any time to place a small desk in front of a larger one, a back seat should be placed between them, corresponding in size with the smaller desk.

As a matter of justice to the people, we would advise all trustees to require a "warranty" to be attached under the seat of every desk they purchase. We are convinced that this is the only way by which a warranty will amount to much. Our reasons are, that a trustee usually loses a guarantee, even if one be given him, and it is very seldom that his successor ever sees it, consequently when desks break the usual result is that the trustee, not knowing whether the desks were warranted or not, buys new ones, as many have done the past year. Furthermore, require a warranty to be written as follows, and be sure the words "*ordinary or fair use*" do not appear in it:

#### FORM OF WARRANTY.

"This desk is warranted for five years from the time of delivery. If it breaks in use within that time, or becomes *rickety*, we will, upon notification, replace it with a new desk *complete* (not the castings only), free of all charges. (Signed) — — —, Manufacturers."

Require the above "warranty" to be given in *all* cases by a responsible manufacturer. We propose to warrant every Bent Wood Desk in the above manner, and if one breaks or gets rickety, it is sure to be seen by the teacher or director that it belongs to us to replace it free of all charges. If trustees allow themselves to be persuaded to purchase *any* manufacture of school furniture without such a warranty, they should be held strictly accountable by the people for gross carelessness. So much school furniture is breaking, in the country districts *especially*, that it cannot longer be overlooked and passed by as an insignificant matter. We have, during the past year, had trustees to pay us fifty dollars and upwards for repairing *broken cast-iron desks* with "*bent wood*."

All we ask is for you to purchase whatever desk you think best, but when you purchase any desk in the future, protect yourselves and your people as we suggest in the way of a *practical* "warranty."

We clip the above from a circular issued by the Higgins Bent Wood School Furniture Company of Indianapolis. There is so much sound

sense in it, we feel called upon to give it the benefit of our circulation, and to call upon the people to see that more care be taken in the selection of good school furniture. Trustees should not, at any price, purchase furniture which the manufacturers cannot afford to and will not "warrant" as above. School furniture, properly made and of durable material, should last twenty years, and if the manufacturers will not *fully* warrant it for five years by attaching the warranty to each desk they sell, they should not expect the people to encourage them in the manufacture of a worthless article. We hope there are no trustees in this State who will allow agents to persuade them, at the expense of the people, to purchase school furniture which will have to be replaced by the township for at least ten or fifteen years. We would further suggest that trustees, at their May meeting, pass a resolution not to purchase any desk unless every one has a "warranty" attached similar to the above.—*Indiana Farmer*.

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#### MOUNT UNION COLLEGE—ITS DISTINCTIVE FEATURES AND LATE IMPROVEMENTS.

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The late Chief Justice Chase, as Trustee, sounded the key-note, "Mount Union having the elements of being the best College in the land, should the most freely and widely extend its superior advantages equally to our country's worthy poor or self-dependent." Attendance in departments past year, 1,197; different students from first, 11,027, of whom 7,519, one-third ladies, have taught public schools. The Departments—ancient and modern Classical, Philosophic, Scientific, Normal, Commercial, Musical, Fine Art, Preparatory—unsurpassed in modern Facilities and competent Professors. Apparatus and Museums, worth over a quarter million dollars, best in the United States, for objective-teaching, applying Science. Superior advantages in Music, Normal Training, Commercial Science; over 2,000 commercial students now fill good situations. Summer term opens May 11, offering special advantages.

WILSON, HINKLE & CO. (Cincinnati and New York) have just published HARVEY'S GRADED SCHOOL READERS and PRIMARY SPELLER, by THOS. W. HARVEY, A. M., author of Elementary Grammar and Practical Grammar of the English Language. The Graded School Readers are complete in five books embodying the most approved methods of teaching reading, printed on fine paper, handsomely and substantially bound, and illustrated by the most celebrated artists in the country. Address the publishers for descriptive circular and prices.

DIPLOMAS.—High School Diplomas, on good English Parchment (size of sheet 14x18 in.), are furnished by William Warren, Oberlin, O.

He furnishes Parchment, Ribbon, writes the Diploma, and writes in the graduates' names in German Text for \$3. Work done in the best style.

 If you wish to see style of work and wording, send for Photo. of Diploma.

TIMOTHY WILSON, assisted by several other able instructors, will hold a five-weeks' normal institute at Spiceland, Henry county, beginning July 27. Besides a thorough review of the common branches, classes in advanced studies will be organized to suit the demands. Boarding, including rooms for study, lights, fuel, etc., \$3.25 per week. Rooms furnished for two, with cooking stove, tables, etc., \$2 per month. The instructors are determined that no institute in the State shall surpass theirs in point of quality of work done. For further information, correspond with Timothy Wilson, Principal of Spiceland Academy.

JOHN C. RIDGE, Cincinnati, Ohio, Professor of Elocution, desires to make engagements to do institute work in his specialty of Elocution and Reading. More than a dozen years' experience in city and country schools enables him to adapt his work to the wants of the teachers. He gives special attention to methods of teaching in primary grades, and to the manner of teaching reading rather than to theatrical display. He refers to Robert Kidd, the Elocutionist, E. E. White, Thos. W. Harvey, John Hancock and W. A. Bell. 5-8t

THE Ascension Normal Institute, established in 1874, will re-open at Sullivan, July 12, 1875, and continue six weeks. The aim of the managers will be to make the work practical, and suit it to the needs of common school teachers. W. H. Cain, W. T. Crawford and George W. Register constitute the corps of instruction.

D. M. MARSH is still serving his country by selling Dictionaries to Trustees.

SPECIAL NOTICE.—While it is our rule and almost universal custom to require pay in advance for the Journal, the editor, on several occasions last fall, deviated from this rule and sent the Journal to teachers on their promise that they would pay in a few weeks, or a few months at farthest. We hope this *general* notice will render it unnecessary for us to make *personal* application to those who have thus far forgotten or been negligent with reference to this promise.

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**\$5 to \$20** Per Day at home. Terms free. Address G. STINSON & CO.,  
Portland, Maine. 2-17

# TABLE OF CONTENTS.

	PAGE.
Educating Power of the Teacher's Character.....	197
What shall we do with dull Pupils.....	202
Truthfulness in the school room.....	205
A Reading Lesson.....	211
Monument to Edgar Allen Poe.....	214
Hints to teachers of Natural History.....	215
Time and Space Annihilated.....	218
<b>OFFICIAL—</b>	
Concerning the appointment of trustees in cities and towns.....	219
<b>EDITORIAL—</b>	
Nomenclature of grades.....	221
The High School Question.....	222
County Superintendents as agents.....	224
How to form the possessive case of nouns.....	225
Language Lessons.....	226
The Law for the establishment of Public Libraries.....	229
Permanent Certificates.....	230
Liquor license fees and the school fund.....	230
<b>MISCELLANY—</b>	
Questions for State Certificates.....	231
Special notice of an impostor.....	235
Report of City Superintendents' Convention.....	235
Half-day schools—School age.....	239
Model Letter—Concert Reading—A spelling test.....	240
A suggestion to change the time of holding the State Association—A Premium offered for the most tastefully arranged school premises.....	241
Jeffersonville schools—Nat. Asso., etc.....	242
Personal.....	243
Book Table.....	244
Local.....	245


# INDIANA SCHOOL JOURNAL

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JUNE, 1875.

No. 6.

## EXAMINERS EXAMINED.

HERE is no doubt as to the importance of the art of questioning in the work of instruction. Most teachers have come perfectly to understand that the successful way of clearing up a difficulty is by so skillfully putting questions as to bring all the pupil's knowledge to bear to solve it, and when his knowledge fails him, by them to lead him to use his reasoning power in its solution, the teacher confirming or correcting him in his results. Such a method of instruction tends to make the pupil brave to attack difficulties and self-reliant in his conclusions.

If the art of questioning is important in giving instruction, how much more is it so in the testing of pupils where the value of the examination depends entirely upon the character of the questions. Examination questions are often utterly worthless as tests, sometimes thoroughly unfair; so much so that those who know most of the subject find themselves most sorely puzzled to answer them.

Questions proposed for the examination of teachers are not without fault, and I hope I may be pardoned for calling attention to some of them. In many subjects there is little necessity for any originality. Questions can be taken literally from the text books; e. g., "What is a noun?" "What is the rule for cube root? In some the examiner is thrown upon his own genius in devising them. This is particularly so in "Theory and Practice of Teaching;" and any one who looks over the pub-



lished lists in this subject will agree that many of them are the most "fearfully and wonderfully made" of all the instruments that are devised for the annual mental tortures of school keeping candidates. If they fairly represent the perspicacity of their devisers, there certainly is a mistiness at the fountain.

I have gathered a few out of the lists before me and propose to arrange them under the following heads, viz:

1. *Irrelevant Questions.*—In many instances the questions asked under the head of Theory and Practice of Teaching have, directly, nothing whatever to do with the science or art of education as such. They are questions concerning personal history, antecedents, moods, sentiments, general information, etc., etc. "What motives induce you to teach? Do you love the work? Do you intend to follow it as a profession? How long do you intend to pursue the occupation? Is this your first examination? For how long was your last certificate granted? How many times have you taught? In what besides the common English branches have you passed an examination? What schools have you attended? What branches have you studied? What institutes have you attended? Do you intend to attend the next one? What impresses you most seriously in taking charge of a school? (Miserable accommodations sometimes?) What educational journal do you take? What other periodicals? Why? Do you take the ——— Journal? Write your name. Give birth place and date of birth. (A delicate way of finding out a lady's age. Business straightforwardness would be preferable to the ladies themselves.) What wages do you receive for teaching? What are the qualifications of a good examiner?"

These are literal transcripts of the questions before me. Most of them are proper enough, and probably necessary to give the examiner the information it is essential he should have; but they are not questions upon the art or the science of teaching. Every one of them could be answered according to the examiner's ideal and yet the candidate have no adequate knowledge of either. Such questions, asked in the name of professional preparation, do absolute harm in a failure to establish a standard of professional preparation towards which teachers must strive. If such questions must be asked let it be under a proper heading, lest we give the impression that this is what we mean by professional preparation.

2. *Indefinite, Obscure and Pointless Questions.*—Examination questions should be so constructed that their meaning may be readily apprehended, that they shall be unequivocal, and capable of a choice of answers. What possible tests of knowledge, judgment or tact, are such questions as these? “Do you think a teacher should tolerate impudence? What influence will a teacher who swears be likely to exert on his school? Is it necessary that the authority of the teacher should be felt by the school? Do you intend to prevent tardiness?”

Of what possible value are the answers to these questions? Only one answer can possibly be given to any of them.

“Would you impose extra tasks for misdemeanors? Should prizes be awarded for scholarship? Which is preferable, the ‘pouring in’ or the ‘drawing out’ process? Give your ideas of favorites (favoritism?) in school? What is the first thing to be done in intellectual life? Which is worse, no government or too much government?”

The first two questions are indefinite. Yes or no are both appropriate answers. Circumstances determine entirely. If the misdemeanor should be tardiness or truancy it would be perfectly proper to do so; if lying or stealing, not. The others are obscure. It is not easy to see that they mean anything in particular.

“Is it best for teachers to ask any questions not in the books? If a teacher succeed well in one place, will he succeed in all others?” Such questions are perfectly pointless. They are silly.

“Which is the worse, a bad education or no education?” What does the question mean; morally bad, untrue in fact, or erroneous in method? What school proposes to give, or does in fact give, an education morally bad? No school education is a tissue of “false facts,” and certainly “devious ways” in method are better than no ways at all. Both conditions, that of an education totally and absolutely “bad,” and that of “no education,” are impossible. So the question becomes, of two impossible things which is best.

3. *Too Comprehensive or General Questions.*—A question, in order to be a fair one, must be capable of a reasonably full answer in a reasonable length of time. Such questions as the following are not capable of such answers. “How would you conduct a class in reading? How would you teach arithmetic?

Give your method of teaching grammar. What is the best method of conducting a recitation?" as if there were but one method for all recitations in all subjects. Such questions are simply incapable of answers in the limits of an ordinary examination paper. It would have been quite enough to have asked the manner of conducting a recitation the point of which is to teach the nature of a common fraction; the process of long division; the office of the relative pronoun; the importance of correct emphasis; or the proper writing of b, h, k, l.

The grand climax of all the comprehensive questions I have seen is, "Give your *best plans* for teaching *all the branches*; also how you would maintain the *best order* in school." This is one in ten questions in a county examination. The time allowed is not stated. The examiner who makes such a requirement has no conception of this part of his business, at least. He has no right to make it. The answer is impossible under the circumstances, and the more the candidate knows of his business, the more impossible it becomes. There is another one which, if possible, is as absurd. "What are your plans for the many things that go to make up the running machinery of an orderly school?" The next is one of fifteen questions in Theory and Practice. "Give your method of teaching reading, spelling and geography." How many pages of foolscap would it require for one who had definite ideas and digested plans, to answer this question satisfactorily to himself? "Beginning with the alphabet, how do you teach reading?" To answer such questions as "What are the best means to secure order in school, and a deep interest in the branches taught? Why are some teachers unsuccessful in teaching?" in a single dash of the pen, is as unreasonable as to attempt to shoot an entire flock of pigeons at a single discharge of a fowling piece.

4. *Too Suggestive Questions.*—Such questions carry their answers on their face. No sane teacher would answer them but the one way, and so they fail as tests of either knowledge or practice. "Do you pay attention to ventilation? Is an untidy school room discreditable to a teacher? "What motive should govern a teacher, moral or pecuniary? Should uniformity of discipline be observed? Should the Bible be the standard of school morality?" Every one of these questions can be answered by a sin-

gle word, and one hundred teachers, taken at random, will answer them exactly alike.

5. *Impertinent Questions.*—There are some questions that even a witness in a case at law is not bound to answer. Questions whose answers would criminate himself, or those pertaining to his own private matters, outside the question at issue are ruled out. Examiners have no more right to ask such questions than lawyers, and if they do they will hardly expect to get fair answers. “Do you teach good breeding by example?” What could be a more direct and positive insult to a lady than to have such a question put before her? Certainly the examiner does not “state any results of your work that indicate that you are a true teacher.” What chance would a modest, self-forgetful teacher have to get a husband on such a question? He would have no remarkable educational feats to relate, and without the evidences the cause is lost, of course. “What impresses you most seriously in taking charge of a school?” Does the examiner expect the candidate to play Martin Chuzzlewit, and enter into a homily upon human responsibility and general unworthiness? “What motives induce you to teach?” Shall one say the truth—money? But that, although a universal motive, almost *the* universal motive, is considered by theorists an unworthy one. So the truth must be frosted over with “a desire to do good” to make it palatable, must say to his moral sense meanwhile “stay thou here while I go down and—get my certificate.” D. A. L.

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## THE WAYS OF THE GRAMMARS.

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*Ad* GALL HAMILTON.

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IT will, perhaps, be considered wantonly audacious and presuming, not to say sacrilegious, to set down aught against our system of public education. The common schools of this country are its pride, and boast, and toast. Money, and thought, and pains are lavished upon them. Boston can suggest nothing better to show to princes of the blood than her school children.

Men of renown are led through the school houses, and poets sing  
and patriots rejoice that •

“ We need not fear the bigot's rule

While near the church-spire stands the school ”

And, indeed, no one can enter one of our great school houses with its large and numerous rooms, its yards of blackboard, its maps and globes, its costly and convenient desks and chairs, its halls, and broad stairways, and neat dressing rooms, and see the multitudes of well-dressed, attractive looking, bright boys and girls rising like soldiers at the first word of command, facing about at the second, marching at the third up the platform in long lines to recite, or down the stairways, and through the halls in still longer but very orderly lines to the play-yard for recess, without feeling that our schools are indeed great institutions.

Nevertheless, as they are not in all their parts and performances actually revealed to us from heaven as were the Tabernacle and the Ark of the Covenant of the Jews, it may be admitted that they are not perfect. So, while rejoicing in the excellence and success which they have attained, all who are interested in their country's future may, perhaps, be allowed the exercise of private judgment regarding little matters which come under their observation. Many small flaws may not hinder great general value, yet the general value is impaired by the small flaws. I have no systematic charges to make, but only a few suggestions arising from casual observation.

For instance, I have occasion to consult a grammar this morning, and I open by chance upon a page in the first quarter of the book, and see

“ COMPOUND WORDS.

“1. Words are *compounded* when they unite in meaning as one descriptive term, and also when they make a new and permanent name that varies in meaning from the separated words:

“Long eared. red-hot, [etc.]

“2. Compound words are *hyphenated* when first formed or but little used; and also when the parts do not coalesce as smoothly as syllables of one word, or might be misunderstood:

“Rosy-fingered, ant-hill, [etc.]

“3. Compound words are *consolidated* as they come into gen-

eral or familiar use, provided the parts coalesce like the syllables of one word, and under one chief accent:

Statesman, salesman, [etc.]

"Errors in regard to compound words are so common, and dictionaries are so unreliable, that we subjoin a more minute analysis, which may be carefully examined now, and referred to afterwards when needed."

Then follows nearly a page and a half of very fine print regarding these compound words.

I glance at the beginning to see if I have not mistaken the book. No. The author in his preface "hopes he has produced more nearly just such a manual as the great majority of public schools throughout our country now require. \* \* \* This book has been written with particular reference to the school room."

It is then a school book, intended for use in common schools. But I object to such instruction as this, that it serves to darken counsel by words without knowledge. I suppose children in grammar schools are from ten to fourteen years old. I suppose we all agree that the aim of the schools is not to make them scholars or mere grammarians, but intelligent and valuable citizens of a republic. It is desirable that as carpenters, farmers, cooks, sempstresses they be able to keep their own accounts, to talk accurately, to read understandingly, to vote intelligently, to pass just judgment upon affairs, to see that the Republic receive no detriment. This end is not to be attained by putting into the pupil's mind as much minute information on any subject whatever as can be crowded into the few years of school life. We are not to pursue language into its delicate shadings, figures into the higher mathematics, geography into its remotest ramifications. What we want is simply broad lines of demarcation. What we want is the geography and grammar and arithmetic of ordinary life—the great general principles which shall give them an understanding of their own country, and their own language, and their own business, which shall make them speak and act with tolerable correctness, which shall be a good basis for the higher education if they choose to go on to the higher education, but which shall not entrench or even fancy itself to entrench upon the higher education.

With this idea in view, it seems to me that the page of gram-

mar which I have quoted is absolutely worthless. For all the ordinary purposes of common schools, *long-eared* and *red-hot* are sufficiently explained in the ordinary adjective, and do not need a word of additional discussion. Moreover, what is said about them is a great deal harder to understand than the words themselves. Any ordinary child, after he has learned his lesson in adjectives, could master *red-hot* at first hand, but nine out of ten of my readers would have to read these rules more than once, and with considerable care, in order to take in their bearings. Why should you bother a child who has only a few years to study, who at fourteen or sixteen must leave school and earn his own living—why should you bother him with long words and uninteresting statements that are not of the slightest use to him, when there so many things that he ought to learn and the learning of which will give him the same mental discipline? The author gives his “more minute analyses” because errors in compound words are so common and dictionaries are so unreliable. I do not think that such errors are very common; they are not very gross; they are easily corrected by the eye, and almost impossible of correction by rules; but, common or uncommon, is it worth while to try to educate the masses of children under fourteen years of age to a point beyond the dictionary? If they are trained up to the dictionary, can we not afford to leave the rest to private taste and not to public taxation?

Again: I find Pronouns divided into Personal, Relative, Interrogative and Adjective, and subdivided into Compound Personal, Double Possessive Personal, Compound, Relative, Double Relative, Indefinite (with a slant at Indirect Interrogatives), Distributive, Definite, Indefinite and Reciprocal. I find sentences kaleidoscoped into elements Simple, Compound, Modified, Unmodified, Independent, Principal, Subordinate, Connective, Co-ordinate with another, Correlative with another, and into a nature Simple, Composite, Declarative, Interrogative, Imperative, Exclamative, Affirmative, Negative.

I turn to the early, say the eighteenth, page of a children's grammar, and I read:

“Any change which varies the application or meaning of the predicate, whether produced by altering either of the words (copula or attribute) which represent it, or by adding other words to it, is called a *modification* of the predicate.

¶(a) As it is the chief object of the subject to represent some person or thing as the basis of an affirmation, so it is the principal office of the predicate to denote what is affirmed. But, like the subject, it can be made, by certain changes, to represent other properties not essential to it as predicate \* \* \* \*

“When the modification takes place by uniting two verbal forms, or by altering the form either of the copula or attribute, it is called an *accident* or an *accidental property* of the predicate; and the variation is called an *inflection*. \* \* \*

“Mode relates to the manner of the *assertion*, not to that of the thing asserted, and therefore affects the copula rather than the attribute. Hence, when a verb contains the copula and attribute united, mode should be regarded as affecting the *assertion* and not the *action*.”

When we come to analyze such a sentence as “the boy beat his dog,” we learn that the predicate is limited by a complex objective element of the first class, and the basis of the complex objective element is limited by a simple adjective element of the first class. We learn, too, that the *essential* point of dissimilarity in the parts of any complex element is, that one simple element stands as *principal* or *basis*, and that all others are *subordinate* to it.

Honest reader, do you think this is interesting reading? Yet this is what your children are required not only to read, but to learn. I confess that to me all this seems utterly dreary, weary and forlorn, a desert of dry bones. And if you and I, grown men, delighting in language, studying its history, its niceties, its possibilities, with delight, could not be induced by love or money to master all these intricacies, why should we force them upon the little children? They are of no earthly use. Not only will the carpenter and the farmer never concern himself with them, but even the clergyman, the lecturer, the writer, will give them the go-by the moment he leaves the school room. When the boy has left school he will never hear of a complex objective element or a responsive pronoun to the day of his death. Nor are these intricate elaborations and subdivisions apparently conducive to clearness of thought. On the very first page of one of these analytical grammars, I find:

“4. Definition.—A sentence is a set of words making a complete statement



"5. All our talk consists of sentences. When we say anything we make a sentence. We cannot say anything without making a sentence."

Can we not, indeed? Did no person ever say, "Oh! ah! What a fine morning! Cold weather to-day! What an able sermon! What wretched confusion of thought!"?

My own conviction is that we waste time and money and mind in these fine-spun distinctions. Many of them are of no use to-day. Most of them are of no use to most persons. The general rules of grammar, the general structure of sentences, the ordinary old-fashioned parsing is enough for the object for which common schools are established. This highly technical and artificial analysis is simply running grammar into the ground. It is foreign to the true lover of language: it throws no more light on the real meaning, and gives no more mastery of its uses than the simple analysis of the old time; it distracts the attention of children from the real force and beauty of words; it fritters away time that ought to be devoted to more important matters. It imposes upon ignorant and immature minds the abstractions that belong, if anywhere, only to maturity and scholarship. The old-fashioned Smith's Grammar that opened fire with:

Q. "What is your name?"

Q. "What is the name of the town in which you live?"

Q. "What does the word noun mean?"

Ans. "The word *noun* means *name*."

Q. "What, then, may your name be called?"

Ans. "A noun."

was just as good for all the purposes for which grammar is taught in the public schools as any grammar that has superseded it. A very large part of the work and money spent in changing school books is spent in the interest of the writers and publishers of school books and not in the interest of the pupils or their parents. Often the interests of the pupils and of the parents are sacrificed to the interests of the writers and of the publishers. An ordinary book depends for its sale upon its own merits, or upon influences which may be brought to bear upon individuals. A school book is not presented to a tenth part of the persons who are to be its purchasers, but to a small number of committee-men. If by any means they can be induced to adopt it, a whole city-full of schools purchase it—are in a manner forced to pur-

chase it; and it has thus a market beyond that of the most sensational novel. The parents grumble, and—buy. A very small sum goes out of the pocket of each purchaser. A very large sum goes into the pocket of the proprietor. Meanwhile the children have a book that may be better than its predecessor, but is just as likely to be worse.—*The Christian Union*.

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## HOW TO TEACH PUPILS TO STUDY.



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GEO. F. BASS.

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**W**HAT is it to study? Let us analyze the actions of our own minds while engaged in studying to see if we can learn what it is to study.

When I wish to study any subject, I find that first I must attend to it—must apply my mind to that subject and rule everything else out of my mind except that which pertains to my subject of study.

The next step is to examine my subject thoroughly—separate it into its component parts,—must observe the relations they have to one another, and to other objects with which I am acquainted.

I find that when I have this I have gained a knowledge of the object studied, I have arranged the knowledge systematically so that I am enabled to recollect the leading points.

I think I have done more than this. I have done something toward disciplining my mind so that it will act more promptly and more accurately in the future upon other subjects that I may wish to study. This, in fact, is of more use to us than the mere knowledge gained by our study.

From the above we conclude that the first element in study is attention. The attention must be arrested before we can succeed in our study. We may wish to study a lesson which has been assigned us, but we find it almost impossible to do so simply because we have not willed strong enough to rule other things out of the mind and attend to it. It is only by a persistent effort of the will that we do succeed in attending to it. I presume our

pupils often experience the same difficulty in attending to the lessons which they have assigned them.

We are apt to attend to that which interests us most. The reason that we had so much trouble in studying the lesson referred to, is we had not become interested in it; but we felt, it our duty to study, hence we began by willingness to attend and finally became interested in it, when we found it both easy and pleasant to study. Pupils are very much like other people. They, too, are more apt to attend to that which interests them most. It would seem, then, that it is profitable for teachers to study how to interest their pupils in what they wish them to study.

It has been said that the desire for knowledge is universal,—that there is no one who does not desire to know something. While this is true, we find quite a number of boys and girls who have not a desire to know arithmetic, grammar, geography, music, etc. Why? Because they have not become interested in those things. These same pupils may have a strong desire for the knowledge they can and do get on the streets because they have, perhaps by mere accident, learned enough to make them want to know more. It certainly is the business of the teacher to turn this desire in the right direction.

The skillful and successful teacher does this. Before requiring a pupil to study a subject he becomes so full of it himself that when he speaks of it to his pupils they become interested in it. He says just enough about it to make them desire more. He then has the pupil understand that he can know more of it only by study. The pupil is then ready and willing to study.

The pupil's desire to know is the moving cause that leads him to study. The teacher created the desire to know this given subject by what he said or did.

The desire to know certain subjects may be awakened in many ways. The desire to study subjects that are taught in our common schools is awakened in quite a number of ways. The teacher often refers to the honor of passing "clear" in the examination for promotion; the dishonor of failing and having to remain another term or year in the same grade. This is used more as the examination approaches. When this fails the pupils are "kept in." This generally creates a desire to know the particular lesson in question very quickly; not for the sake of the knowledge, not

because it is a pleasure to know it, nor no other such causes, but simply to get out of the school room—that school boy's purgatory, as some one has said.

The teacher who practices the above will admit that it is not just what he would like, but he will tell you "it makes them 'get' their lessons." So it does, and we fear that they "*get*" them to *say* for the occasion and that when they are *said*, they feel that they are done with them.

They are apt to commit meaningless words and say them without learning the thought which they were intended to express. In arithmetic they are apt to perform wonderful combinations to "get the answer."

It may be said that they are apt to do this at any time. So they are if they are studying just to recite and to be examined; but if they are studying to learn and grow in thought, they are not quite so apt to do so.

But this brings high per cents. This is well, but is it a true exponent of a pupil's knowledge and his power to think?

There are many pupils who are willing to study and do study, as they think, and yet fail to get a correct understanding of the subject simply because they do not know how to study. They do not examine the subject and separate it into its parts and notice the relations they have to each other, nor what relations they may have to something already learned.

They should be taught that the leading principles of any subject once learned can always be used, and that any part of the subject has a certain relation to those principles.

Take, for example, Arithmetic. The pupil has learned Addition, Subtraction, Multiplication and Division of Integers. He takes Decimals and views the subject as something entirely new, and as having no connection with anything that he already knows. He comes to Fractions, and they are treated in the same way. Teachers should not allow this; they should keep constantly before the pupils that the best methods of gaining knowledge is by using that which we already know—work from the known to the unknown—they should see that their pupils understand the relations existing between certain parts of a subject. Further, they should see that they understand how to examine a problem in arithmetic in such a way as to separate it into its component parts, and that this should be done before any attempt is made

to solve it. By doing this we might avoid some of those "wonderful combinations to get the answer."

A problem always has a statement and a question or requirement. This should be clearly brought out; lead the pupil to see that these and their relations must be seen before any one can make an intelligent solution.

This same principle of relation exists in all branches of study. There are many pupils who can repeat long rules and definitions and yet have not understood the meaning intended. They have not studied for the meaning but for the words.

This memory work occurs frequently in history and geography. It makes a showy recitation. Try the pupils, after they have finished one of these wordy recitations, with a few *test* questions—questions that if answered will show that they have the real meaning—and if I mistake not you will find them often wonderfully deficient.

In conclusion, let teachers study how to interest their pupils. Let pupils be taught to study for a what and a why; in history, we might add, for a when and a where. Let them be taught to use that which they know to gain a knowledge of that which they do not know. Let them be taught how to think.

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## HINTS TO TEACHERS OF NATURAL HISTORY—II.

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D. S. JORDAN

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### *Agassiz on Philosophy.*

THE following lecture was given by Prof Agassiz to his class at Penikese, in August, 1873, and it was, if I am not mistaken, the last lecture but one which he ever delivered. I have here re-written it from rough notes taken at the time, with no change from those notes save the supplying of the missing articles and verbs. It will be found somewhat fragmentary, but I have preferred to keep what I can of the suggestive words of the great master rather than to attempt to form an elaborate essay by pasting them together with my own rhetoric.—D. S. JORDAN.]

The present century-old impulse to science has been to a great extent due to two causes: 1. The French Revolution. 2. The influence of a great poet. In France, after the revolution, all persons of intelligence, not military, turned their attention to learning, and in science we had Lavoisier, Laplace, Gay-Lussac, Cuvier, Bischoff, Valenciennes, St. Hilaire.

The second influence was that of the great German pagan—Goethe. Everything he touched he vivified. He has made the science of botany what it now is, and the spirit of comparative anatomy is due to him. There lived in Jena a certain Professor Bach, who is said to have whispered to Goethe all he ever knew about botany. Goethe's strong mind grasped it and gave it to the world, while else it might have remained unknown in the quiet professor's laboratory.

Bach once showed to Goethe a plant in which the parts of the flower exhibited such forms and relations that the sepals, petals, stamens and pistils seemed to be very much alike. Goethe saw it and wrote, "*Die Metamorphosen der Pflanzen.*" In this he ascribed to plants a kind of life expressing itself in the leaf primarily and rising to higher excellence in the sepals and petals, and still higher in the stamens and pistils which, by their mutual influence, lead to the production of new plants. This was taken by the world as beautiful fancy, but not as a real fact. Goethe was not satisfied with this, for he had meant it as a mathematical reality, and that it was so he demonstrated, plant in hand. With roses he showed the transition from leaf to sepal, from petal to stamen, that all the organs of the flower were modifications of the leaves. In short, he originated the science of vegetable morphology. Whether it was first suggested by Bach or not, it was Goethe who proved and demonstrated it.

He did not stop here, but transferred the theory to animals. Oken, before him, had compared the bones of the head to the vertebræ. Goethe carried this farther to a complete demonstration of their homology. If this be true, to what does the lower jaw correspond? Might it not be to the limbs? But there is but a single bone all around. In youth this bone is slightly divided. But every youth has an embryo. So Goethe examined skulls of embryos and found that there were two entirely distinct bones which afterwards coalesce to form the jaw. Here is Goethe as an investigator, and his work he published as a mono-

graph with plates, in the proceedings of a learned society, just as all anatomists do. It is said that the name of naturalist was dearer to him than the name of poet. From him this branch of comparative anatomy dates.

It was he who first saw a meaning in vegetable monstrosities. Botanists have always abhorred and overlooked double flowers and the other products of gardening. They were sports and accidents, and came not under their laws. In them Goethe recognized lawful products under peculiar circumstances.

After him, Karl Schimper and Alexander Braun, fellow students of mine under Dollinger at Munich, went to work and developed the laws of Phyllotaxy, that marvelous rhythmical arrangement of the leaves of plants which our great mathematician at Cambridge has found to agree with the periods of the rotation of the planets

Hitherto the arrangement of leaves on the stem had been investigated only by Charles Bonnet, who described the raspberry as having the sixth leaf placed above the first and four between, each one  $72^\circ$  or 1.5 the circumference farther around the stem than the one before it. (Illustrated by a diagram on the board, the first leaf at a certain point, the rest above it an angle equal to one-fifth of a circumference to the left, the third one-fifth of a circumference farther around, the fourth and fifth correspondingly placed, and the sixth on the commencement of a second cycle over the first.)

Schimper and Braun studied this carefully and found that Bonnet was fundamentally wrong. The sixth leaf was over the first, to be sure, but the second occupied the position ascribed by Bonnet to the third, and the angular distance from each to the next was  $144^\circ$  or two-fifths of a circumference. (Illustrated also by a diagram; this the common "two-fifths arrangement" of five leaves forming a cycle in which the spiral line connecting them would pass twice around the stem, will be found explained in any elementary botany.)

I well remember the joy in the camp when it was first demonstrated that Bonnet's arrangement was inaccurate.

After this, in examining other plants, Braun and Schimper found various other systems of arrangement, i e. 1. That in which the third leaf of a cycle was over the first, thus giving between each set of leaves an angular distance of  $180^\circ$ , or half a

circumference. 2. That in which the fourth leaf was over the first, thus forming a three-leaved cycle, in which each leaf had one-third of a circumference. 3. Plants like the raspberry, in which five leaves formed the cycle, which included two circumferences. 4. Eight leaves in a cycle, the ninth over the first, and three circumferences included, thus giving each leaf an angular distance of  $3/8$  of a circumference. 5. The "5-13 arrangement." 6. The "8-21 arrangement." 7. The "13-34 arrangement," as found in some pines cones. 8. The "22-25 arrangement" of the sunflower, and lastly, the 34-89 arrangement, as found in some fossil plants, no leaf being over the first until we come to the nineteenth and thirty-four circumferences being included by the spiral line connecting each leaf to the next above it.

When leaves have the greatest possible room for development in the bud, there must be but two—on opposite sides. Each will then have a half circumference to itself. Again, in the "three-ranked" sedges, where the leaves have the least angular space, the fourth leaf is over the first, and each leaf has a third of a circumference to develop in. It will be seen that all the other fractions representing arrangements of leaves, 2-5, 3-8, 5-13, 8-21, etc., are intermediate—a series of natural means between one-half—the best chance, and one-third—the poorest. And no plants have ever been found in which the leaf arrangement is not according to one of the plans above indicated. For example, no plant is known in which the fifth, seventh, eighth, tenth or fifteenth leaf stands above the first—beginning anywhere on the plant, and in no case is the angular distance from one leaf to the next more than  $180^\circ$  or less than  $120^\circ$ . It would seem that a quarter circumference is too little room for a leaf to develop in.

Now let us look at flowers. Here the parts appear in whorls, and those of the same kind on the same level. Is this so? Examine a rose and you will find that the sepals are not alike. Some are smaller and slightly higher up than others, which in turn have more of a leaf-like expression at their tips. A slight rosiness will be seen on the innermost or fifth sepal, which will be greater on the side in the direction in which we follow our spiral. Again we find the first petal greenish, while the last petal in a double flower becomes narrowed, yellowish, and frequently and frequently bears a rudimentary anther. This same



rhythm may be traced more or less readily in all flowers. Yet although the general arrangement holds good, the same plant will not show the same precise phyllotaxy under all circumstances. Each has an individuality of its own. You will find smart plants and lazy plants.

All the parts of the flower are transformed leaves. This is mentioned in our text-books in a mechanical way, but it is a living fact full of a deep significance.

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### DRAWING SHOULD BE TAUGHT IN PUBLIC SCHOOLS.

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ELI F. BROWN.

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“DRAWING is the alphabet of art.” “Development of taste becomes a universal blessing. Can any other study in public schools have an equal influence in this respect with drawing?”

“To make national art-education possible, it must commence with the children in public schools.”

“Any city or town *may*, and every city and town having more than ten thousands inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.”—*Mass. Law*.

“All European governments are agreed in the recognition of drawing as one of the most directly and widely practical studies for the masses. For every industry they deem it of the first importance, all other studies rank below it.”—*J. T. Ligget, School Inspector of Detroit*.”

“Among all the branches of Instruction which for different degrees, from the highest to the lowest, can contribute to the technical education of either sex, drawing, in all of its forms and applications, has been almost unanimously regarded as the one which it is most important to make common.”—*Report of French Imperial Commission*.

“Whoever succeeds in having all the public school children of the country properly trained in elementary drawing, will have

done more to advance the manufactures of the country and more to make possible the art-culture of the people, than could be accomplished by the establishment of a hundred art-museums without this training. Just as all literature is open to him who has learned to read, so is all art to him who has learned to draw, whose eye has been trained to see, and whose fingers have been made facile to execute."—*Report of Commissioner Eaton*

Drawing is not required in the schools of Indiana; it is not taught except in the schools of a few of the larger cities in the State, and even in them, with but one or two exceptions, no organized plan in art-instruction exists; it is not provided for in the institutions for higher instruction, nor are teachers asked to prepare themselves to teach it. These facts seem to dictate that the truth of our proposition, that drawing should be taught, demands some proof, for either the present school laws or customs are right and the proposition is false, or, the importance of drawing as a branch of public instruction is not realized, and art-education is therefore unfortunately neglected. It is evident that drawing is important from its intimate relation to two great interests: first, its value in all the industries wherein skilled labor, cultivated taste and ingenuity are required; secondly, its power to develop individual culture and public taste. These relations demand careful investigation by educators.

*Drawing as related to the Industries.*—The art-nations of the world,—by which is meant the countries which excel in the products of art both in articles of manufacture and in sculpture, painting, building, ornamenting, etc., are the European nations, principal among which in these respects are France, Germany and England. From these countries the lessons derived through experiments in art-instruction may be learned. At the Universal Exposition in 1851, England stood extremely low among the countries of the world in respect to her industrial products. The only one of the great nations that stood below her was the United States. France, at the same Exposition, ranked among the first. This inspired England with the determination to raise the character and value of her articles of manufacture. The means she employed to effect this end were, the establishment of art-schools in every large city. After ten years the Paris Exposition occurred, at which England, improved by her efforts in art, stood foremost, and in some branches of manufacture excelled the most

artistic nations. The United States maintained her unenviable position at the foot of the roll. This change on the part of England's industries was brought about mainly by her art-schools, museums, and training schools for art-teachers. During this period she established "the magnificent art-museum of South Kensington, for the founding of which the science and art departments collected from all quarters master-pieces of every kind, at a total expense to the State of not less than one million pounds sterling. Besides this amount for first establishment, the art-department has a yearly grant of eighty hundred pounds sterling." The number of art-schools was multiplied fully six times, and art-instruction was introduced into all her schools for the masses. The fact that England changed from among the lowest of the nations in art products in 1851 to among the highest in 1862, aroused France, fearful that her supremacy of the industries would be lost. A French Imperial Commission visited England to ascertain how this change had been produced. An extract from their report is quoted at the head of this article. This commission recommended that "drawing be made obligatory in all the common schools, whether for boys or for girls." The other countries of Europe were equally incited by these developments. Germany especially improved her advantages for art-instruction. It should be remembered that for no other branch of her instruction does the German school curriculum make ampler provision than for drawing. Instruction in this branch of study begins in the primary schools, continues through all the grades, and forms an important part of the work in the technical schools and universities. One recent report states that in the small kingdom of Würtemberg there have been established more than four hundred drawing schools, and this organization which does not date back more than ten years, has already led to very decided improvements in the manufactures of the country.

While all this has occurred in Europe, comparatively little change has been made in the United States. Some investigation will show that a large part of even the limited success that this country has achieved in the development of her industries is due to the importation of skilled labor and the putting of foreign artisans at the head of her manufacturing establishments. Recently, however, educators have become awakened to the neces-

sity for different work in schools. The Bureau of Education has published some valuable information upon the relations of art to education in the United States,—see the opinion of Commissioner Eaton at the head of this article. The example set by the school committees of larger cities, and especially that given in the action of the State of Massachusetts, show that the necessity for a system of art-education in the common schools is becoming realized. Such a system in Massachusetts is rapidly being organized; drawing is required in the schools; the system is headed by a State Normal Art School at Boston, and the whole is under the supervision of an able State Director. The results already obtained in that State are most satisfactory and encouraging.

The United States is not so widely different from European countries that what is found necessary and best for them does not apply to her. Upon the contrary, what is true of them is true of her. Her future prosperity and greatness depend largely upon the development of her diversified industries. With ample territory, great natural advantages for the application of her mechanical powers, almost inexhaustible resources of the best raw materials, her manufactures should not be limited as they now are to the rudest branches and narrowest channels, but should be enlarged and so improved that they would compete successfully with the best in the world. Such advancement could not fail to promote national greatness. What is true of the United States is true of every State, and to no other State is it more strikingly applicable than to Indiana.

Indiana abounds in wood, coal and other products most needed in the arts. Rich in so many of the essentials in manufacture, the State's prosperity depends upon the development of these resources into avenues of power and profit. The raw materials of themselves do not constitute great wealth. It is the application of educated, skilled labor, that enhances the value of all such things. It is the work of the artisan that attaches to any article its chief attribute of value. "A bar of iron, worth \$5, becomes worth, when made into shoes, \$10; into needles, \$55; penknives, \$3,285; shirt buttons, \$29,480; and into hair springs, \$240,000, or more than its weight in gold."—Steele's Chemistry. It is needless to multiply illustrations of this character, and unnecessary to draw the inferences. It may be suggested, however, that

Indiana industries are too much of the horseshoe order, and too little after the fashion of hair springs.

The public schools should prepare children for the vocation into which they must enter. This should be done with an aim at the greatest good of the individual and of the State. A great majority of pupils at present in the public schools must become industrial workers in one occupation or another. By omitting art-education from these schools the efficiency of every future mechanic, builder, merchant, manufacturer, practical workman, or artist of any class is limited, his powers of usefulness are crippled, and the public schools have, in a great degree, fallen short of their purpose. All the way through the school system, from the technical school, the college, the training school and the high school, to the primary schools in the remotest districts, the children need art-instruction to fit them for their relations in life both in ability to labor and in general culture.

*Drawing as a means of Culture.*—Drawing, as has been shown, is deemed of the highest importance in educating individuals for the crafts which sustain the great industries. Why is this so? Simply because the different forms of drawing constitute the elements of art, and because "the more of the artist the greater the artisan." In this connection it is proper to point out minutely the direct effects of art-education upon the pupil. Drawing exercises primarily the child's perceptive faculties and teaches him first of all that great lesson, *to observe, to see*. Drawing does this by exercising him upon dots, marks, and figures that he can both see and make, but to make which he must observe carefully the location, distance, form, size and relations. This he must do with the eye, and express his conceptions by accompanying movements of his fingers—eye and hand are trained in unison. The effort is a natural one, and such too as will fix his attention and delight him in the performance. Drawing presents the philosophy of teaching in its logical order—perceiving, comparing, remembering, imagining, expressing. What must be the effect of such exercise? It cannot be other than beneficial. The faculties thus exercised are capable of wonderful development. We all have eyes, yet we see not. The myriad beauties which lie around us are hidden from our uncultivated vision. The eye which is properly trained will grow in power until a world of beauty is opened to it, and a degree of acuteness and accuracy

attained which will serve its owner as well in all other pursuits as in art. How much better must such a pupil spell, read, write or master any subject from such a training. He will find that the skill of the fingers will improve with the training of the eye.

Above all this there is an important feature of the influence of drawing that must be considered. In observing the beauty of form, harmony of color, proportion of parts and similar qualities which make up beauty in nature and in art, the child is imparting to himself that refinement of taste whereby he may more fully appreciate and conceive of the beautiful, and at the same time he is gaining the power of faithful and facile execution to enable him to express such concepts. This development of taste, together with the habits of neatness and order that are acquired, cannot fail to exert a refining influence upon the sensibilities and to promote intellectual and moral growth. In no particular is our present school system more deficient than in those branches of instruction which tend to develop the æsthetic nature of the child. Drawing, while of equal practical utility with other branches, will tend more to supply this deficiency than any other subject that can be introduced. It is because of these cultivating influences that schools of art, art-museums, and art-education are so valuable to the industries. Nothing commands a higher price than beauty, yet beauty of design and of workmanship cannot exist without high order of skill united with cultivated taste. If the influence imparted to the student through learning to draw were of no use to him in his greater abilities to labor, the beneficial effects of promoting his greater intellectual and moral culture would of themselves repay him many times over for the time he would give to the subject.

Drawing may be introduced into schools without diminishing in any respect the literary or scientific culture already given by the course. It will, from its very nature, enhance such culture. The relations of art to language, of art to science, are such that what improves a pupil in the one aids him in the other. Drawing may be introduced into schools without infringing upon the time of the other regular studies, for it will earn its own time by the greater readiness it will give the pupil in the other subjects. For instance, divide with it the time given to penmanship and geography, and the pupil will write better and master his geography more readily, than without the drawing, and the drawing

will be clear gain. In general we find that because drawing requires accuracy, it produces it. This quality is exceedingly desirable in a pupil, yet only comes through training. Drawing affords him just the practice he needs. The habit of accuracy once fixed, the student is prepared to advance more readily in any difficult subject. What must be the comparative advancement of such a pupil in mathematics, in history, in botany, and all such branches of learning? Drawing is not to be looked upon as a "save all," "cure all," branch of instruction. In order that the desirable results that are here mentioned should come from it, *drawing must be skillfully taught*. The majority of teachers at present in public schools are not prepared to teach it; this is no fault of theirs. Every teacher can, by reasonable efforts, make himself able to teach drawing in the common schools. There is scarcely a teacher that is not required to teach children to write; it would be more easy to teach children to draw. If drawing were required in public schools, and teachers required to pass satisfactory examinations in the subject, they would very quickly prepare themselves to teach elementary drawing. Although drawing and the study of art can be pursued to but a limited degree in public schools, even that little, if thorough as far as it goes, must prove beneficial to the child. Does the pupil, as a rule, do more than begin to master any branch of study? What of language, mathematics, and the sciences in this respect? Do children, as a rule, even learn to spell and write correctly? Yet should these subjects be excluded?

What are the public schools? It is certainly a startling criticism upon our whole school system, and a fearful comment upon American intelligence and culture that while millions of dollars are spent in our higher institutions to educate lawyers, doctors and clergymen, scarcely anything is spent and not a public school is supported whereby a child may become an artist. It is time to make a change.

The conclusions which follow from this investigation of the subject are these:

1. Drawing should be taught in public schools because the development of the country's industries requires the art-education of the people.

2. Drawing should be taught because it tends to develop the intellectual and moral growth of the pupil, by quickening his æsthetic nature.

3. Drawing should be taught in our schools for teachers, and a good degree of proficiency in drawing should be required of teachers before they become models in school rooms, and illustrators of subjects.

4. Drawing should be taught in higher institutions.

5. Drawing should be provided for in the public school curriculum by a change in the school law to that effect.

## OFFICIAL DEPARTMENT.

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### OFFICIAL VISITS.

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In making my first round of official visits, I had two objects mainly in view, viz., to ascertain the condition and wants of the public schools, and to inquire into the manner in which the school funds are managed in the counties. I also took occasion to address school officers, teachers and others, upon the following topics, viz.: 1. Appointment of county superintendent. 2. Employment of teachers. 3. Dismissal of teachers. 4. Visitation of schools. 5. Township Institutes. 6. Length of schools in year. 7. Taxation. 8. The text-book question. 9. The school law, etc., etc.

I usually spent half a day in the schools. I also held teachers' meetings whenever a sufficient number could be brought together to make it profitable. The trip was a very pleasant one, and I hereby express my obligations to those friends who helped make it so.

### SPECIAL MENTION.

Knox county, E. B. Milam, superintendent. This county has about \$32,500 of the common fund, and \$40,227 of congressional fund. It enumerates 9,280 children, and has \$102,600 worth of school property. A large number of school trustees and two of the commissioners attended the meeting and manifested a good deal of interest in the work.

I found the city schools, in charge of T. J. Charlton, in excellent condition. The buildings were clean and neat, the discipline was good, and the instruction was of superior character. I addressed a large meeting of teachers and friends of the schools in the evening.

Floyd county, J. K. Walts, superintendent. Common school fund, \$29,272; congressional fund, \$14,753; enumeration, 9,425; value of school property, \$158,525.

Here I met the three city school trustees, none from the townships being present. I spent most of the day in the city schools, H. B. Jacobs, superintendent. A progressive spirit seems to pervade the pupils, teachers and school officers. The girls' high school is in charge of John M. Bloss, one of the most prominent educators in the State. A fine building has been provided for this school at a cost of \$22,000. The building is a model of neatness. About 120 pupils are enrolled. The boys are less fortunate in their building, but I was informed that it would not be long before a better one would be built for them. E. S. Wellington is



principal, and has about 75 pupils. These schools have a deservedly high reputation.

Harrison county, D. H. Lemmon, superintendent. Common school fund, \$28,814; congressional fund, \$31,106; enumeration, 7,783; value of school property, \$70,600.

The meeting here was small, there being but four trustees and one commissioner in attendance. Those present seemed to be interested, and the meeting was a profitable one.

They thought that a good work had been done, during the year, by the superintendent, and that their township institutes had been particularly successful. The Corydon schools are in charge of J. P. Frink, and although I did not visit them, I am satisfied, from the commendation which I heard of them, that good work is being done.

Crawford county, John W. C. Springston, superintendent. Common school fund, \$15,320; congressional fund, \$10,045; enumeration, 4,175; value of school property, \$30,540.

The meeting here was a total failure. The superintendent gets his mail but once a week, and so failed to receive notice in time to inform the trustees. I am of the opinion that the residence of the superintendent ought to be removed to some more accessible part of the county. The Leavenworth schools are in charge of J. S. Hall, and are in good condition.

Perry county, Theo. Courcier, superintendent. Common school fund, \$28,991; congressional fund, \$28,116; enumeration, 6,654; value of school property, \$79,772.

A letter from the superintendent was received on my arrival at the auditor's office, announcing that he was sick and could not attend the meeting. But one trustee was present, and but little good was accomplished.

The Cannelton schools are in a flourishing condition. They are in charge of N. J. Muenier, superintendent, with seven assistants. The schools of Tell City, about two miles from Cannelton, are in charge of Charles Debus, as superintendent, who is assisted by a corps of nine teachers.

The people of Tell City speak of Mr. Debus as a superior teacher.

In the evening, I addressed a number of teachers and friends of education at Cannelton, all but two of the Tell City teachers being present.

Spencer county, John Wyttenbach, superintendent. Common school fund, \$26,696; congressional fund, \$28,912; enumeration, 9,326; value of school property, \$128,984.

I here had a large meeting. Most of the school officers were present, together with two of the commissioners. The county superintendency has been well worked in this county, and is popular.

The Rockport schools are in charge of Walter Welch. They are in

two fine brick buildings, the high school yard inclosing five acres. The schools seemed to be doing good work; 600 pupils are enrolled.

Vanderburgh county, F. P. Conn, superintendent. Common school fund, \$56,952; congressional fund, \$18,766; enumeration, 16,906; value of school property, \$377,180.

There also I had a good meeting, most of the trustees and two of the commissioners being present. In some of the townships the schools are kept open eight months, and in most of them over six. All the trustees held township institutes regularly, and deemed them profitable.

The Evansville schools, in charge of Alex. M. Gow, employ about 110 teachers and enroll 4,500 pupils. The buildings are of a superior character, and the grounds about them are as beautiful and attractive as any I have ever seen. There were no evidences of vandalism around any of the buildings. The schools give evidence of the most thorough supervision. The high school, in charge of J. A. Zeller, enrolls about 125 pupils, and is a high school in fact as well as in name. The schools have suffered a great loss in the death of Dr. Cloud, who has been one of the members of the school board for many years.

Warrick county, C. W. Armstrong, superintendent. Common school fund, \$24,493; congressional fund, \$28,565; enumeration, 7,575; value of school property, \$83,550.

Nearly all the trustees and two of the commissioners were present. They manifest a great deal of interest in school affairs, and report that the schools are improving. Albert Lupenburg, trustee of Boone township, is said to have built some of the best district school buildings to be found in the State. He has five buildings that cost about \$1,500 each, and says he hopes to live long enough to build twenty more of the same sort.

The Booneville schools are in charge of J. W. Davidson. Newburg has a fine school building, costing about \$25,000.

Posey county, James B. Campbell, superintendent. Common school fund, \$29,780; congressional fund, \$25,048; enumeration, 7,842; value of school property, \$96,855.

Posey gave me the largest meeting of school officers that I had during the trip. The trustees of this county visit the schools frequently, and hold township institutes, which they regard as profitable. The county superintendent reported that the schools had been making commendable progress. The trustees of Mt. Vernon state that they have had a very successful year. The school building is a fine one, has a beautiful location and is in good condition. I regret that I did not have time to see the schools in session.

J. H. SMART,  
Supt. Public Instruction.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

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THE friends of Compulsory Education are just now rejoicing over the practical working of the new law for the city and State of New York. The law requiring attendance at school some part of the time in each year, between certain ages, went into effect on the first of January last, and, if we are to accept the testimony of the newspapers, the results so far are "most desirable." The opposition so fully expected from ignorant and vicious parents has really amounted to nothing. The only opposition, so far, has been from those for whose benefit the law was enacted. The New York School Journal says: "The whole press of New York has pronounced in its favor, and it may be considered a fixed fact."

S.

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THE report of the State Board of Agriculture, just printed, contains a number of letters urging the importance of having our schools properly represented at the coming Exposition. The first is a letter from the Hon. Thomas Dowling to the president of the Board of Agriculture, naming briefly but forcibly certain desirable results that are likely to follow an earnest effort to do something, and inclosing a letter from Superintendent Wiley, of the Terre Haute schools, on the same subject.

The latter embraces the correspondence had between the Superintendent of Public Instruction and the officers of the Board of Agriculture one year ago, and also describes in detail the work done in the Terre Haute schools in preparation for the Exposition of last year. The movement is an important one and should be encouraged by all school officers. As the Exposition will be held in September, of course all necessary preparation must be made before schools adjourn for their long vacation. We suggest, therefore, that the State Board of Education issue at once a circular of instructions to school officers, fixing, as nearly as possible, a basis of comparison, etc. S.

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“STRIVE TO MAKE YOURSELF USELESS.”

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*Strive to make yourself useless* was the command given by the father of Alexander the Great to his son's teacher. A strange request, indeed, and one altogether unnecessary as applied to many people and even to some teachers. So strange and so paradoxical seems the statement that most critics have regarded the last word a mistake or a misprint. They say, certainly Philip would not hire a man to take charge of the education of his son and then charge him to make himself *useless* to that son—surely he said or intended to say *useful*.

But, doubtless, Philip meant just what he said, and said just what he meant—he meant to say and did say *strive to make yourself useless*.

Let us for a moment look at the wisdom and sound philosophy there is in the request. Philip desired that his son Alexander should be taught in such a way as that his teacher should become *useless* to him—he wished him taught to think, to investigate, to act for himself. Is there not a great principle underlying this? Does it not open a field for thought and study? Should it not be the aim and study of every teacher to instruct his pupils in such a way as to render them independent of him?

For example, in teaching arithmetic, instead of allowing pupils to work blindly by the rule and to be satisfied when they get the *answer*—instead of assisting pupils in their recitations by frequent questions and suggestions, is it not far better to teach principles, to give, and have the pupils make, *original* examples? is it not better to teach pupils to think, and analyze, and recite without the *help* of the teacher?

In the study of grammar, instead of committing rules and definitions and *paring* by them, is it not wisdom to teach pupils to *use* the language correctly, and to *apply* all rules and definitions to sentences and statements which they themselves have made, and thus in time make them independent of rules and teachers?

In reading, instead of the teacher reading first himself and then requiring the pupil to read after him, parrot like (teachers who think themselves good readers and like to hear their own voices, frequently

take this course), is it not far wiser to *first* see that the child understands the words and the thought, and then ask him to express that thought—is not the thought method better than the parrot method—will not the thought method, in *one-fourth* the time, teach the child to become an independent reader?

In teaching vocal music, instead of *leading* the singing and thus teaching the pupils to rely upon the strongest voice, is it not better to go a little slower at first, and pursue that course that will make each pupil an independent singer after awhile?

In the preparation of lessons, instead of giving a great deal of assistance, or allowing pupils to assist one another, is it not far better for the child, in the end, that the teacher should, by judicious questions and apt suggestions, enable the child to answer his own questions and solve his own problems?

It is unnecessary to illustrate further. It is evident that the best teaching is that which secures, on the part of the child, the closest thinking and the most independent study. *He is the most useful teacher to his pupils who succeeds most completely in rendering himself useless to them.*

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### THE HIGH SCHOOL QUESTION—III.

In our last number we gave several reasons for the maintenance of the free high school as a part of the public school system. We shall now attempt to carry the discussion of this subject into a different field, and examine it from other points of view.

All nations of every age, have admitted the importance of educating their rulers. This has been true, and is now true, of every form of government, whether it be an absolute monarchy, a constitutional monarchy, an aristocracy or a republic. Those only are deemed fit to control the affairs of the nation, who have had thorough and careful training.

Where this control is exercised by the few, as in monarchies, those few are trained from their childhood in the best schools and by the greatest masters in the nation. Ancient Egypt, Greece and Rome, and the modern governments of Europe and even of Asia have, alike, recognized this necessity and insisted that those children that were to become their rulers should be thoroughly educated. In proportion as these governments have become free and the governing classes have increased in numbers, opportunities for education have been extended to them. In our country, the people are the rulers. They, recognizing this same necessity, have in their different State governments ordained that a system of free schools shall be maintained, wherein it may be possible for any and every child in the land, to become fitted for the highest duties of citizenship.

The State has organized free schools as one powerful agency for

its own preservation. It is a cardinal principle of all free governments, that the preservation of freedom depends upon the intelligence of the people; and the greater the intelligence and culture among all classes, the more certain is the preservation of free institutions.

But the highest intelligence and culture is possible only to those who by a thorough training in high schools and universities, or the equivalent, have been prepared to appropriate the vast amount of material that the discoveries and experiences of the past have supplied, and to deduce therefrom truths that shall be of value to the world. While it is possible that this power may be obtained in individual instances without the preparatory training which a higher education involves, in point of fact it is not otherwise obtained except by a very few. And it would not be difficult to prove that even they owe their culture and intelligence largely to their acquaintance and association with other minds, that are indebted to the high school and college for what they possess. But it is not necessary to argue for the importance of higher education to the best interests of the State. No one of any intelligence denies it. Why then the need of arguing for the maintenance of higher institutions of learning? Shall the State refuse to supply what its own interest and even its preservation demands? What is true of the State or nation, is equally true of smaller municipalities. These must either afford an opportunity for that education that will furnish men able to direct the various forces that accumulate in and around these centers, or they must import this directive power from abroad. Our nation is unwilling to be long dependent upon other nations for the brains necessary for the development of its own resources; neither can our State afford to wait for the citizens of other States to come in and appropriate to themselves what is the rightful heritage of her own people, but which they through ignorance, have been unable to appreciate.

The great discoveries and inventions that have been chiefly instrumental in producing our present civilization, have been made by men of more than ordinary education. It is to men of more than ordinary education that society is indebted for the improvements upon these original inventions, and their varied applications to the different departments of industry. In other words, it is men of more than ordinary education that furnish the thought that directs the hands of society. These hands—by which we mean those who follow the direction or lead of others,—are without value except in so far as they give expression to the thoughts of their leaders. One man who having the power to generalize, to deduce conclusions from premises, and thus to form new combinations from which follow new and valuable results, is of more value to a community than a thousand mere human machines that can only echo the thoughts of others after them.

Society cannot afford to do without these thinkers. All of the civilization of the past and of the present is due to them. Whatever shall be discovered in the future will be made known by them. What then shall

be said of that public policy that refuses to give opportunities for that discipline that is almost a necessary prerequisite of their existence.

The influence of the standard of attainments prescribed by the State, upon the mass of the people, is worthy of consideration in this discussion. While it is true, theoretically, that the laws of a State are only an expression of the thoughts of the people, there is at the same time, a powerful reflex influence exerted upon the people by these laws.

The standard of morals is largely determined by them; so is the relative magnitude of crimes; and so, in a large degree, is the standard of attainments in learning.

What the State punishes as a crime is held to be criminal by the citizen. Those offenses that the State disregards, or mildly disapproves, whatever may be the degree of moral turpitude involved, are considered by the people to be relatively of little importance. So in those States that have established a low standard of education, the tendency is for the masses of the people to be satisfied with the attainments suggested. This tendency is especially manifest in some States where compulsory attendance at school for a short time in each year, is enforced. The short term soon comes to be regarded as the State's estimate of the amount of education necessary for the citizen, and a large class of society are satisfied therewith.

But when the State supports the high school and the university, when it establishes a standard difficult to reach, and encourages by proper legislation, higher education, the influence is felt among all classes, and many from the humblest walks of life are stimulated to persevere to the end, and all are lifted to a higher plane. When the law impliedly says that higher education is a luxury in which only the wealthy can indulge, and that it is not a necessity common to the rich and poor alike, it becomes a powerful agent in establishing castes on the basis of wealth, and in making the rich the virtual rulers.

B.

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### OUR STATE UNIVERSITY.

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At a recent session of the State Board of Education, four members of the Board of Trustees of the State University were elected, viz: Dr. Patton, of Vincennes, Gen. Love, of Indianapolis, Dr. Ellis, of Goshen, and Mr. McFetridge, of Bloomington. The three first named are new members, and the entire board are men eminently fit for the place, and well qualified to discharge the more than ordinary responsibilities of this board at the present time. It is a fact which cannot longer be concealed, that the State University under its present management, has not the confidence of the people of the State. If there was any doubt of this in the minds of any, previous to the last session of the State Legis

lature, every doubt must have been dispelled by the action of that body. The general spirit of hostility to this institution which was so plainly manifested by a large majority of our legislators of both parties, must clearly show to the friends of higher education, that some radical changes must be made in the management of the University, if it shall continue to receive pecuniary aid from the State. The readers of the *Educationist* will remember that that journal, more than one year ago, strongly urged the necessity of immediate action in the direction of the reform now demanded. Had it been taken at that time, and wisely taken, the State University, we believe, would now be well started on the road to that popular favor and regard which its success requires, and which the large expenditures of money from the State treasury entitle the public to demand. This University is, theoretically, at the head of the public school system of the State. Practically it is at the foot. Whatever of greater efficiency it has of late possessed, has been transfused into it from the superior vitality of the common schools. Instead of its being the source of inspiration and instruction for the common schools, it has received much of its own inspiration and knowledge of methods from them. These are severe words of censure, but they are severe only because they are true. The State now demands that this order shall be reversed. She insists that he who stands at the head of her school system shall not only be learned in the classics, but shall be master of the various phases of modern thought as well. He should be familiar with the common school and the college, and know them in all their relations. He should especially comprehend the requirements of our present civilization both as to thought and action, and determine the proper relation of the school to these. He should lead, at least the educational thought of the State. All this the public have a right to demand, and it must be in some measure supplied, or appropriations from the treasury will cease.

It is a painful sense of duty that has prompted us to say what we have. Personal friendship and a sincere regard for noble character and manly worth would induce us to keep silent. But institutions are of more importance than men. The very existence of the State University is in danger. This University is an important part of our public school system. Its fall would be a disastrous blow to popular education in Indiana. Under these circumstances no man has the right to refuse to act as the interests of the State demand.

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#### COUNTY SUPERINTENDENCY LAW UNCONSTITUTIONAL.

It is generally known that the late Legislature *re-formed* the county superintendency law of this State. The Bill making the changes referred to did not pass through the hands of the educational committees, but, was gotten up by the "reformers" after the Bill from the committees had



been amended to death and failed. We have known for more than two months that there were serious defects in the title of this Bill, but have refrained from commenting upon them, preferring to wait a decision of the Attorney General, to whom the matter had been referred. For some reason this official has not yet rendered his decision. The case has been submitted to several able attorneys and the general opinion is that the defective title of the Bill renders the whole unconstitutional, and therefore void. A person well posted in the school law speaks of the imperfections in the title as follows:

"The title of this act reads: 'An act to amend sections 33, 37 and 43, and supplemental section 6 of an act entitled an act to provide for a general system of Common Schools, the officers thereof, and their respective powers and duties, and matters properly connected therewith, and prescribing the fees for certain officers therein named, and for the establishment and regulation of township libraries, and to repeal all laws inconsistent therewith, providing penalties therein prescribed; approved March 6, 1855, and adding supplemental sections thereto, approved March 8, 1873.' The following are some of the most important imperfections in the title just cited: "Sections 33, 37 and 43 of the act of March 6, 1865, were repealed by the act of March 8, 1873, and therefore cannot be the sections the Legislature intended to amend. No supplemental section 6 is found in the act of March 6, 1865, and it is not expected that a section should be amended in a certain act when there is no such section in that act. This title proposes to add supplemental sections to the act of March 6, 1855, which were approved March 8, 1873, when there is no act relating to common schools approved March 6, 1855, and if there was, no such supplemental sections have been added. The above title was probably intended to amend amended sections of the act of March 8, 1873, and if so, the title should have read as follows: 'An act to amend sections 2, 3, 5 and 6 of an act entitled an act to amend an act entitled an act to provide for a general system of common schools, the officers thereof and their respective powers and duties, and matters properly connected therewith, and prescribing the fees for certain officers therein named, and for the establishment and regulation of township libraries, and to repeal all laws inconsistent therewith, providing penalties therein prescribed, approved March 6, 1865, and adding supplemental sections thereto, approved March 8, 1873.' The act of March 8, 1873, was not amended, because the act of 1875 purports to amend sections 33, 37 and 43, and supplemental section 6, and in the act of March 8, 1873—the act that created the county superintendency—there are but eleven sections, all told.

"These errors cannot be treated as mere clerical ones for there are many, when sections 2, 3, 5 and 6, should have been amended, and sections 34, 37 and 43, and supplemental section 6 were amended. Whether our State Legislature has the authority to amend repealed sections of laws and sections not in existence, we are very willing to leave to any com-

of competent jurisdiction. Great care should be taken to select good, competent, live men for county superintendents, in June, for they will undoubtedly have to work under the act of March 8, 1873—the original act creating the county superintendency. Wherever a county has had a good superintendent he should, if possible, be retained. It is understood in educational circles that the whole question of the constitutionality of March 9, 1875, will be submitted, as soon as possible, to the Supreme Court in a proper legal way, and that we will not be long in having a final decision."

A test case has been brought by the superintendent of Marion county, and a decision from the Superior Court is expected in a few days. For the sake of the cause of education in this State we most earnestly hope that the law may be declared unconstitutional. We regret that we must go to press before the decision is rendered.

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#### HONORARY DEGREES.

The time is near at hand when the trustees of our various literary institutions will convene in their annual sessions, and we must prepare ourselves for another shower of D. D.'s, LL. D.'s, etc. We have no objections to these titles when they are conferred only upon persons of eminent ability who have earned them, but when they are bestowed with but little regard to merit, on the ground of personal favor or church policy, we have no terms of condemnation too strong for them. So profuse have trustees been with these titles of honor that there is but little "honor" left in them. To confer the highest title of dignity upon a "mediocler" is a great and manifest injustice to those who, by their scholarship and ability, have won the enviable distinction. To dub a second or third rate man with a high title does not elevate the man to the level indicated by the title, but degrades all others having it to his low standard. The past history of many Boards of Trustees in this State, in reference to this matter, is creditable neither to themselves or the institutions they represent. We implore trustees to spare us the usual annual infliction.

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#### VENTILATION.

A large number of new school buildings are being erected this season, indeed is the case every year, and we want to urge upon trustees the necessity of providing some means of ventilation other than what can be had through the windows. It is a matter of great importance, and demands the attention of every one having in charge the construction of school houses. If it is planned in the beginning, a simple and yet

effective means of ventilation may be arranged for with but a few dollars additional expense. Let the fresh air be conducted under the floor and introduced under the stove, and then have the stove so encased that this air must pass up around it. Thus the fresh air is warmed before reaching the children. Then ventilating shafts should be arranged with openings near the floor to carry off the impure air.

As most school houses are arranged, it is almost impossible for children to occupy them in cold weather without jeopardizing their health. The room is either kept close, so that children are compelled to breathe foul air which befores the mind and generates disease, or the fresh cold air is admitted through the windows and strikes the children in currents, almost inevitably giving them colds. These colds, though usually thought of but little consequence, are not unfrequently the forerunners of permanent diseases. Positive, cold; comparative, cough; superlative, coffin. Where trustees overlook this important matter, let teachers call their attention to it.

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#### SYNOPSIS OF LEGAL DECISIONS.

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Last month we published in the Official a decision of the Attorney General which said, "at their first meeting, in the month of June next, it will be the duty of the Common Councils and Boards of Trustees to elect new Boards of Trustees *in toto*." It seems that he has studied the subject further and has changed his opinion. In a late letter to the superintendent he says, "Since that time (referring to the time when the question was submitted) I have given to your question very careful consideration, and have arrived at the opinion that the safer course will be to elect but *one* school trustee. I will not attempt, within the space of this letter, to give my reasoning in support of this conclusion. I refer, however, to *Ely vs. Holton*, 15 N. Y. 595."

Whatever the law may be, we believe the latter decision the better for the schools. Radical changes may be desired and desirable in some places, but on a whole they are to be deprecated.

The superintendent has decided that the twenty office days fixed by the law for county superintendents, are not to be distributed equally over the twelve months of the year, but to be used at such times as circumstances require. The most of this time must be spent in May, June and September, as these are the months in which he is required to make out his reports to the State Superintendent.

The same opinion has been given in regard to the time allowed visiting schools. The time given must be used during those months which the schools are in session.

It is also decided that any contracts made by the present School Board with teachers, superintendents, carpenters, etc., by which they themselves would be bound, will also bind the new board to be elected in June.

The superintendent has ruled that the commissioners cannot cut off all visiting of schools, as it was at first supposed the law gave them the power to do. The law says, "The number of days in which the county superintendents shall labor each year \* \* in visiting schools, shall be determined by the county commissioners of each county, as they in their discretion may deem just and proper; *provided* that the number of days \* \* for visiting schools shall not be more than one-half the number of schools in the county, in any one year." The law also provides that "He (the superintendent) shall visit each school of the county at least once each year." Here the law, in express terms, imposes upon the superintendent the duty of visiting each school, and the commissioners *must* give him a *reasonable* amount of time in which to discharge that duty. They have not the legal power to excuse the superintendent from visiting the schools even if he should ask it: neither can they employ a superintendent with the understanding that he will do no visiting.

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OFFICIAL VISITS OF THE STATE SUPERINTENDENT.—In the Official Department will be found the State Superintendent's report of his first tour of official visits. The law requires him to visit each county once during his term of office. It will be seen that he discusses subjects of vital importance to the educational interests of every county. As he can visit each county but once, it is of importance that each school officer shall see and hear him. The amount of good he will be able to accomplish by these visits will be in direct proportion to the number of officers and teachers he will be able to meet and to influence. County superintendent is the man to work up these meetings, and the size of them will *usually* depend upon the energy and snap of this officer.

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We hope that no one will fail to read the article we publish this month on "Drawing in Public Schools." The article is well written, and the subject presented so concisely and yet so fully that all must be interested and profited. The author, Eli F. Brown, of Purdue University, has made this subject a specialty and proposes to furnish us several more articles, the aim of which will be to suggest practical methods of introducing and teaching drawing in the public schools.

We are sure that most of our readers will enjoy the article entitled *Examiners Examined*."

"How to Teach Pupils to Study," is the great question of the day among advancing teachers. See the article on that subject.

Be sure to read the interesting article on *Natural History*. It will do you good.

## MISCELLANY.

### QUESTIONS USED IN JULY, 1874, FOR STATE CERTIFICATES.

#### ALGEBRA. *One and a half hours.*

1. Multiply  $x + \frac{1}{2a^2}x^2 - \frac{1}{4a^2}x^3$ , by  $1, -\frac{1}{2a}x + \frac{1}{4a^2}x^2$
2. Divide  $2a^3a - 6a^2b^2 + 6a^2b^2a - 2b^3a$ , by  $a^2 - b^2$ .
3. How, find the G. C. D. and the L. M. C. of two quantities?  
 $\frac{3}{4-20x}$        $\frac{7}{4-20x}$
4.  $\frac{1-2x}{1+2x-1} = \text{what?}$
5. Deduce a rule for the division of fractions.
6. Show that  $\frac{A}{0}$  is infinite.
7. Given  $x + \frac{1}{x} = \frac{4}{\sqrt{3}}$ , to find the values of  $x$ . Explain the principle involved in each step of the process.
8. Deduce a rule for finding the approximate square root of a number to within less than a given fractional unit.
9. The sum of the first and second of four numbers in geometrical progression is 15. The sum of the third and fourth is 60. What are the numbers?
10. A passenger and freight train set out at the same time, the former from New York and the latter from Albany, distant from each other 100 miles. The passenger train arrived in Albany two hours after they met and the freight train arrived in New York eight hours after they met. At what rate did each run?

GEOMETRY. *One and one-half hours.* 1. What are the four species of quantity in Geometry?

2. Classify surfaces and define each kind.
3. When is a polygon equilateral? When are polygons *mutually* equilateral?
4. Write five axioms of Geometry not used in Algebra.
5. When are triangles equal or equivalent? State all the cases.
6. If straight lines be drawn from a point within a triangle to the extremities of either side, prove that their sum is less than the sum of the remaining sides of the triangle.
7. Given the circumference of a circle, how find the center?
8. How may a circle be inscribed in a given triangle?
9. What is the measure of the angle formed by drawing lines from a point within or without a circle to the concave arc?
10. Two cords on opposite sides of the center of a circle are parallel, and one of them has a length of 48 and the other of 14 inches, the distance between them being 31 inches. What is the diameter of the circle?

RHETORIC. *One hour.* 1. Define Rhetoric in such a manner as to distinguish it clearly from other kindred subjects.

2. What are the general divisions of the subject, and what their relations to each other?

3. A thorough knowledge of Rhetoric is immediately based on a knowledge of what other subjects, and what are its relations to those subjects?

4. What are the essential properties of *Style*? Define each property.

5. Tell the ground of distinction between *Narration* and *Description*.

6. What directions would you give a pupil for guiding his thought in treating a theme by *description*?

7. Exemplify the instruction which you would give the student in the case mentioned in 6th question, by writing a description of your *lead pencil*.

8. Write a brief *narration* of the events of yesterday as given in your own experience.

9. Define five of the figures of Rhetoric.

10. Write a sentence or sentences, correctly using the figures of Rhetoric which you have defined.

ZOOLOGY. *One hour.* 1. Which of the subdivisions of the animal kingdom is the highest in rank? Why? What are the general characteristics of this subdivision, and into what classes is it divided?

2. What distinguishes the mammalia from other animals? How are they classified?

3. Into what sections are the carnivora divided by the nature of their diet? Describe each and give examples.

4. Describe fully the structures of the teeth and jaws of the Rodentia, and show the adaptation of these organs to their mode of procuring food.

5. In what respects do birds differ from mammals? What are the peculiarities in the respiratory apparatus of a bird?
6. Give the general characteristic of a fish. In what respect does a fish differ from a frog?
7. Name five different animals and show that their structure is adapted to their habits.
8. Explain the influence of climate on the Fauna of a country in respect to numbers, size, color of external covering, etc.
9. What is the basis of classification in the great divisions of the animal kingdom?
10. Give five illustrations of the absolute dependence of civilized man upon animals.

**BOTANY. One hour.** 1. State the distinctive difference between annual, biennial and perennial herbs. Give an illustration of each.

5. State the different modes of propagating plants.
3. Describe the form and functions of the different kinds of roots.
4. Give the distinctive difference between herbs, shrubs and trees with an illustration of each.
5. Of what uses are flowers to the plants?
6. By what means is fertilization perfected in Diœceous plants?
7. What similarity and what differences are exhibited in the respiration of animals and plants?
8. Explain and illustrate the method of naming plants scientifically with reference to genera and species.
9. Describe the order 'Rosacea,' in respect to stems, leaves, stipules, flowers, calyx, corolla, stamens, ovaries, fruits.
10. What intellectual advantages are to be derived from the study of Botany?

**GENERAL HISTORY. One hour.** 1. What caused the downfall of the western section of the Roman Empire?

2. State the origin of the Crusades. Sketch their progress.
3. What benefits resulted from the Crusades?
4. On what grounds did Columbus base his belief in the existence of a western Continent?
5. State some of the effects of the discovery of the new world upon Europe.
6. State some of the causes of the Reformation of the sixteenth century.
7. Show how the Reformation contributed to the advancement of human liberty.
8. Give a sketch of the conquest of England by the Normans.
9. How do you account for the beginning and progress of Protestantism in England?
10. What motives led the first colonists to settle in New England?

**NOTE.**—Close of the examination for a first class certificate.

[NOTE.—The examination in Latin and German is not required of applicants for the first or second class certificates. To those passing a satisfactory examination in Latin and German a separate certificate will be given, *provided* they already possess the regular first or second class State certificate.]

LATIN. *One hour.* 1. How many declensions of nouns are there in Latin? How are they distinguished?

2. Decline a noun in each of the declensions.

3. How many conjugations are there? How are they distinguished?

4. What is a deponent verb? Write the principal parts of "fruor."

5. Give the synopsis of the verb "vertere."

6. Give the Periphrastic conjugations of "Sonare."

7. Translate the following; parse the italicised words:

"Tum demum Liscus, *oratione* Cæsaris adductus, quod antea tacuerat, proponit: *Esse* nonnullos, quorum auctoritas apud plebem plurimum valeat, qui privatim plus possint, quam ipsi *magistratus*. *Hos* seditiosa atque improba oratione multitudinem deterrere, ne frumentum conferant, quod præstare debeant."

8. Translate the following, and parse the italicised words:

"Eo de media nocte Cæsar, *iisdem ducibus usus*, qui nuncii ab Iccio venerant, Numidas et Cretas sagittarios et funditores Baleares *subsidio* oppidanis mittit: quorum adventu et Remis cum spe defensionis studium propugnandi accessit, et hostibus eadem de causa spes *potiundi* oppidi dicebat."

9. Translate the following:

"Vertitur interea cælum, et ruit oceano nox.

Involvens umbræ magna terramque polumque.

Myrmydonumque dolos; fusi per moenia Teucrici.

Conticuere; sopor fessos complectitur artus.

10. Translate the following English into Latin:

(1.) He will route the force of the enemy by sea and land.

(2.) The slingers are wounding the horsemen of the enemy with stones.

(3.) The farmer's son will carry sheep and kids to the city.

(4.) The girls are dancing in the forest.

(5.) The inhabitants of Germany will winter in the island of the Belgians.

GERMAN. *One hour.* 1. Describe each letter of the alphabet according to the following model: a, called *ah*, has the sound of A in father.

2. What are the sounds of the various diphthongs, including the *au*ts?

3. How many declensions have nouns and how are they distinguished?

4. In how many different ways are adjectives declined, and on what does the difference depend?

5. Decline throughout the German for "the good man."



6. Count twenty in German.
7. Decline the personal pronouns.
8. State the first person singular of the verb *lieben* through the several moods tenses and voices.
9. Translate the following into German: "Your children have been very good to-day; the master has praised them very much; he has given them a beautiful book and a basket of cherries.

### EDUCATION IN THE SOUTH.

As the representative of the Journal, we accompanied the "Indiana Editorial Association" in the late excursion through the South, extending through eight States, and, at your request, will note a few facts:

1. Before the war but few of the southern states had any free schools. The wealthy planters who wished to educate their sons and daughters, either sent them North or hired private tutors.

In the cities and many of the towns private schools were maintained. This system, of course, left the poor masses in ignorance. We observed that many of the public schools in all the cities are now held in buildings once used for select schools.

2. At Memphis we called first at the Female High School, Miss Jenny Higby the Principal, and a northern lady was just introducing a class into the mystery of chemistry. We were shown through all the rooms and found the school a very good one, though the building is old and dilapidated. The principal received \$150 per month, and the assistants from \$65 to \$90, about the average price paid teachers in this city.

The newest and best building in the city is a large brick which accommodates twelve teachers. The principal, Mr. R. N. Thweatt, a Virginian, is a progressive, energetic teacher, of several years experience in Memphis.

Memphis employs sixty-four teachers in her ten different school buildings. Near half the number are engaged in colored schools. They are paid the same wages and enjoy the same advantages as teachers in the white schools, except that their school buildings are less inviting.

*Vicksburg Schools.*—This city has four school buildings; one for the whites which accommodates twelve teachers, and three smaller ones for the colored. Mr. Moore is principal of the white school. Half of his assistants instruct boys and half girls. Vicksburg, New Orleans, and other conservative southern cities, still cling tenaciously to the old idea of separate schools for boys and girls, even in the lower grades.

The building occupied by the whites as a school building was once commodious hotel in the flourishing days of Vicksburg. It was first occupied as a school building by Dr. J. G. Holland, and a select corps of northern teachers, before the war. "Holland," says Mr. Moore, "gav

us the best schools that we have ever had." Teachers are not paid so well in Vicksburg as in Memphis.

*New Orleans.*—The "Crescent City" has 76 school buildings, and employs 448 teachers. Most of the buildings are small and inferior, and not furnished with desks of any kind. We saw desks in but one room, the "Commercial Department" of the "Male High School." The pupils in all other rooms visited by us sat on loose chairs.

This city has a very good course of study, and some of the modern methods of instruction are being introduced.

The public schools in this city, like most others in the South, are not as popular as they should be. A large and influential class still send their sons and daughters to private schools, it being considered more honorable. The free schools are, however, gradually gaining caste and will, ere long, be looked on more favorably.

At Montgomery, Alabama, our stay was too short to visit the schools profitably, so we did no more than call at the State Superintendent's office and get a few facts.

In Tallahassee we had ample time for visiting the schools, but the flowers and fruits came near stealing our time. This little place gives employment to ten teachers; six in the white and four in the colored schools. There were recently three school buildings, two for the whites, one for each sex, and one for the colored; but the colored school was burned down not long since, and they now hold their schools in their churches.

At Charleston, South Carolina, our visit to Fort Sumpter and Magnolia Cemetery occupied the time that might have been spent in the schools.

At Jacksonville, Florida, and Atlanta, Georgia, we expected to find good schools and thriving cities, as they are built up principally by northern people; but as our visit to the former was on Saturday, and at the latter in the afternoon and night, we had little opportunity to see with our own eyes.

At Nashville we found good schools, well graded and thoroughly disciplined. Prof. S. Y. Caldwell, the city superintendent, is a northern man with northern ideas, which he has so thoroughly engrafted in those schools that we find no separate public schools here, but brothers and sisters are permitted to study in the same room and recite in the same class.

In this city we observed some of the best public school buildings seen ath of the Ohio river. There is one peculiarity about the buildings, however. Instead of being under the eye of one teacher the entire time, pupils study in a large study room under one teacher and recite in a small recitation room to another.

All the eight States mentioned have free school systems more or less efficient, and all have county superintendency except Louisiana, which has six diocesan superintendents, with school directors in the parishes.

In Kentucky the county superintendents are called county commissioners; there are 117 of them. They are appointed by the county courts and receive \$100 per annum, with three dollars for each school visited, and one per cent. on moneys disbursed.

Tennessee has 93 superintendents, elected by the county courts for a term of two years, with such pay as may be allowed by the courts.

Mississippi has 72 superintendents, appointed by the State Board of Education. They receive \$5 per diem for actual service.

Alabama has 65 county superintendents and two school directors for each county. The superintendents are elected by the people for a term of two years. They receive 5 per cent. of school revenue disbursed, and \$3 per diem for time actually employed in visiting schools.

Georgia employs 186 county commissioners, elected by the people for four years, who receive from three to five dollars per diem for actual service.

Florida gives employment to 39 county superintendents, who are elected by the County Board for a term of four years.

South Carolina has 31 county commissioners, elected by the people, who receive \$1,000 per annum, and in Charleston county, \$1,200.

We talked with the people in all of these eight States in regard to the workings of county supervision, and the feelings of the people towards it, and they generally expressed themselves well satisfied:

Educational men, however, say that too often superintendency is run in the interest of politics; that politicians, instead of practical teachers, are too often elected and appointed to the positions.

According to the reports of school officers, the country schools in the South have many difficulties to encounter: first, the war left them poor. Second, they had no houses nor funds to build them. Third, the difficulty of getting qualified teachers. Fourth a sparse population. Fifth, a prejudice preventing the education of the two races together.

The last two difficulties combined are easily illustrated in the case of Mississippi which has 47,156 square miles, while Indiana has only 33,809. Mississippi had, in 1870, only 827,922 inhabitants, while Indiana had 1,680,637. Or, in other words, Mississippi, which is ~~more than~~ <sup>about</sup> one-third larger than Indiana, has less than half the population, more than 50 per cent of which is colored. Thus the great difficulty of country schools in this and many other States is apparent. Yet, in most cases, they ought to do better than they do. Adams and Hinds counties, in this State, we are told, have no schools at all.

We would do our southern brethren no injustice; we taught sch among them two years and like their fine climate, and would rejoice see them enjoying better school advantages, but we must say that th have only begun the good work.

• The South needs and *wants* northern teachers, normal schools and educational journals.

Kentucky is the only State that may be properly said to have an edu

tional journal out of the eight States above mentioned, *The Home and School*, published at Louisville.

Many of the Southern States have no school fund, and in several States the school fund was wasted during the war, or has since been used for other State purposes than educational ones. J. H. BINFORD.

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#### NORTHERN INDIANA NORMAL SCHOOL AND COLLEGE, VALPARISO.

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This institution is frequently noticed in the journals, and we do not wonder, for it is truly a "miracle of success." The present term of the school has enrolled 680 students. One morning we had the pleasure of witnessing the opening exercises in the chapel. The room was crowded, the platform was full, the aisles full, and yet the most perfect order prevailed. These exercises are entirely voluntary, and, we believe, all the more earnestly attended on that account. We followed the professors and students to the class rooms with eagerness, determined to know what kind of *work* these 680 students were doing. The first hour was devoted to the senior class, numbering 17, in practical astronomy. We have taken classes through this difficult science, we have also examined numerous college classes upon the same subject, and to say this class is a fair average, is not putting the case too strong. We next heard a class of 200 students recite English grammar. The exercises were written, hence could not have been prepared without *study*. Of this large class all but about ten entered into the full spirit of the recitation, which was conducted with animation and real enthusiasm, by Prof. Brown. We examined a class of 92 in arithmetic, in which a large majority seemed to be thoroughly posted.

We had not time to examine other classes, but from the principal, Prof. Brown, we learned the following interesting facts:

The teaching force, now numbering six, is to be increased next year. A new building, at a cost of \$15,000, for boarding house purposes, is now under contract. (It will be remembered a new building, 100 feet long, was put up last year.) This *second* building is to be 180x86 feet, four stories above the basement. It will contain 100 rooms, every room to be supplied with water and all heated by steam. The house is to be put up as a business enterprise, by a citizen.) This is *sensible*, and we hope to see the same spirit and business enterprise emulated elsewhere.

A new wing to the main college building, 40x80 feet, three stories high, is also under contract, to be finished by the first day of September. This will contain a large hall and chapel, recitation rooms and society halls.

We commend the enterprise, enthusiasm, *push* and educational zeal of the Northern Indiana Normal School. O. S.

## INTER-STATE ORATORICAL CONTEST.

This contest took place in Indianapolis, May 13, 1875. The States represented were Missouri, Iowa, Wisconsin, Illinois, Ohio and Indiana. The plan of procedure is as follows: Each college in a State, at a primary meeting, arranges for a contest among its own members, any member in good standing in any of the college classes having a right to enter the lists. When this contest occurs, the person who is declared victor is the one chosen to represent his college in the State contest which comes later. Thus in the State contest these local champions compete with each other. The man who is adjudged victor in the State contest is the one who has the honor of representing his State in the "Inter-State Oratorical contest."

At the late tournament, T. J. Coultas, of Illinois, took the first prize, and T. W. Graydon, of Iowa, the second. J. W. McLeod, of the State University, represented this State and did it very creditably, indeed. A large majority of those who listened would have given him the second prize, and many of them the first, but the judges decided otherwise.

We regret that our space will not allow us to speak in detail of these exercises. Suffice it for the present to say, that the performances were good of the kind, and the kind just what might have been expected under the circumstances. The subjects were of the old college style, entirely beyond the limits of a ten or fifteen-minutes oration, and mostly beyond the capacity of the orators; the style of composition was florid and, in some cases, fulsome, the delivery was of the usual spread-eagle type.

These criticisms do not apply to all, but will apply to the exercises as a whole, and will apply to any set of college performances we have ever listened to. College students, instead of taking some common sense, practical live subject, and discussing it in a simple, straight-forward style, seem to imagine that the only appropriate subjects for public occasions are such as will allow them to dwell upon the "Progress of the Age" and extol "culture," and enable them to refer to Rome and Greece, Confucius and Alexander the Great, and Luther, and Calvin, and the Alpine Heights, and Beautiful Nature, the Empyrean Vault, etc., etc. We are surprised that College Faculties have not endeavored at least, to give these performances a more common sense direction. We could name one institution that has given this subject attention in the last few years, and the good results are very apparent in the commencement exercises.

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A MASS State Temperance Convention will be held in Indianapolis beginning at 2 o'clock, P. M., June 9, to continue till noon, June 11. The citizens of Indianapolis tender their hospitalities to all who may attend. The importance of the subject should insure a large attendance.

## COLLEGES AND THEIR COMMENCEMENTS.

THE STATE UNIVERSITY.—Commencement Day, July 1. Graduates in Literary department, 27; in Law, 25; in Medical, 46; total, 98.

There are in the College classes, 145; in the Preparatory, 127; in the Law, 49; in the Medical, 107; total, 428. Number of females in college, 32; in Preparatory department, 30; total, 62. Cyrus Nutt is president.

WABASH COLLEGE, at Crawfordsville; Commencement Day, June 23; number of graduates, 14; number of students in the three other college classes, 81; number in the Preparatory department, 106. Ladies not admitted. President, Jos. F. Tuttle.

HANOVER COLLEGE, at Hanover; Commencement, June 17; number of graduates, 18; number of students in the other college classes, 58; number in the Preparatory, 60. Ladies not admitted. President, Geo. C. Heckman.

ASBURY UNIVERSITY, at Greencastle; Commencement, June 24; graduates, 34; number in other college classes, 224; number in Preparatory department, 196; whole number 454, of whom 112 are women.

NORTH WESTERN CHRISTIAN UNIVERSITY, at Indianapolis: Commencement Day, June 18; graduates, 8 Collegiate, 6 law; number in other three college classes, 90; number in Preparatory, 89; total, 188. O. A. Burgess, president.

STATE NORMAL, at Terre Haute; Commencement, June 29; graduates, 9; in the regular normal classes, 217; in model schools, 180. This institution is held strictly to *normal* work. Only those preparing to teach are admitted. School in good condition. W. A. Jones, President.

EARLHAM COLLEGE, Richmond; Commencement, June 30; graduates, 8; number in other college classes, 60; number in Preparatory, 70; about half the students are women.

## HIGH SCHOOLS.

TERRE HAUTE—Schools close June 25; number of pupils enrolled in the high school, 119; senior class, 9,—2 boys, 7 girls. Since the high school was organized, 594 pupils have been enrolled in it, of which number just 100 will have graduated at the close of this year. At least 50 per cent. of those entering the high schools enter upon the third year's work. W. H. Wiley, superintendent.

SOUTH BEND—Schools closed April 23; 183 pupils enrolled in the high school; two boys and three girls graduated. Twelve and a half per cent. of all enter upon the third year's work; about 50 per cent. on the second. D. A. Ewing, superintendent.

INDIANAPOLIS—Schools close June 18; number enrolled in high school, 18; number of graduates, six boys, sixteen girls; about 50 per cent. enter the third year.

**MADISON**—Schools close June 18; enrolled in high school, 66; 4 graduates, all ladies; 50 per cent. enter the third year.

**EVANSVILLE**—Schools close June 18; enrolled in high school, 118; graduates, one boy, eight girls; about one-fourth of those entering the first year enter the third year of the high school. A. M. Gow, sup't.

**VINCENNES**—Schools close June 18; enrollment in high school, 118: number of graduates, two boys, five girls; about one-fourth the entire enrollment enter upon the third year's work.

**LAFAYETTE**—Schools close June 11; enrolled in high school, 107; graduates, one boy, five girls. J. T. Merrill, sup't.

**FORT WAYNE**—Schools close June 18; enrolled in high school, 100; graduates, three boys, eleven girls; about 85 or 40 per cent. enter the third year's work.

**RICHMOND**—Schools closed May 28; graduates, three boys, thirteen girls; about 18 per cent. of the number enrolled enter upon the third year's work. John Cooper, sup't.

**LOGANSPOUT**—Schools close June 11; enrolled in high school, 107; graduates this year, three boys, four girls; eight graduates from the training schools; from 60 to 75 per cent. of those entering the high school reach the third year's work. J. K. Walts, sup't.

**JEFFERSONVILLE**—Schools close June 4; enrolled in high school, 68; graduates, one boy, four girls. O. H. Smith, sup't.

**LAPORTE**—Schools close June 25; enrolled in high school, 87; graduates, one boy, five girls; about 40 per cent. of the high school pupils enter the third year. L. B. Swift, sup't.

**GREENSBURG.**—The schools of Greensburg are under the direction of C. W. Harvey, and are in excellent order. Mr. H. has just completed his seventh year in this place, and is re-elected for the year to come. The commencement exercises of the high school, which we had the pleasure of attending, were very creditable to all parties concerned. School boards act wisely when they hold on to a tried and efficient man.

**Question.** Can a person, holding a State Certificate, teach in the graded school of any of our large cities—Indianapolis for instance—without re-examination?

**Answer.** Yes, unless the local authorities require examination in other branches than those embraced in the State examination, which they have a right to do.

**QUERY.**—Will some one tell the readers of the Journal who discovered the great lakes, and under what circumstances Congress convened at Annapolis?

A. COFFIN, of Hadley, Hendricks county, is proposing to organize an excursion to the mountains of West Virginia, or White Sulphur Springs, for the benefit of teachers who would like to go there and hold an institute. The charges will be reasonable.

PLYMOUTH has a good school and a very *handsomely* arranged school house, in fact, one of the best. It is different from most modern school houses in arrangement—two stories high with a very high basement, used for furnace room, and play grounds. It is heated and ventilated on the Ruttan system. The principal says it is a success. Professor Chase, principal, manages his school with care. His movement of classes by the use of the *organ* on the upper floor, is very interesting. His schools are still, and the teaching above the average.

THE Valparaiso high school will graduate thirteen at its next commencement, five of whom are intending to go to the State University.

A SUMMER normal class in Natural History is to be held at Peoria, Illinois, beginning July 5, under the auspices of the Scientific Association of that place. S. H. White is corresponding secretary.

A SIX WEEKS' Normal Institute will be held at Columbus, beginning June 14. The county superintendent, J. M. Wallace, and A. H. Graham will have charge.

IF the trustee living at or near Reserve, Miami county, who sent us the money for the Journal, will send us his name we shall be glad to forward the Journal.

A NORMAL INSTITUTE will be held at Bloomingdale, Parke county, beginning August 1. Superintendent Siler, and others interested, are arranging to make it first class.

A NORMAL will be opened at Daleville, July 19, with a full corps of teachers. A. M. Clancy and J. R. Woodward are arranging for it.

Miss Phebe FURNAS will open a Normal Institute at Westfield, about the middle of July.

J. C. CHILTON, of the Lebanon Normal, proposes opening a teachers' institute at Mayfield, Ky., July 6.

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## PERSONAL.

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DEATH OF DR. H. W. CLOUD.—Though not a professional teacher at the time of his death, "*I wish I had never left the profession,*" were the words used by our lamented friend at the last interview with the writer. Dr. Cloud pursued his college course at Asbury to the senior year, but graduated at the State University in 1857. After graduating, he became first a teacher, then a medical student, and finally one of the best chemists in the State; but his love for the cause of education was always central. At the time of his death he was a leading member of the School Board at Evansville, which position he held for nine consecutive years.



His time had just expired as trustee of the State University. As trustee of the Evansville schools, Dr. Cloud has left a name that will not soon be forgotten. Largely as the result of his labors, a public library for the city schools was recently established. Fortunately for the rising generation of Evansville, this last important enterprise was "launched forth" as a positive reality as the last and crowning effort of our deceased friend. When such men die, the community and the cause of education generally, suffer an irreparable loss.

THE many friends of D. Eckley Hunter, who has been superintendent of the Franklin schools for the last year, will regret to learn that his health has been very bad much of the year. A severe attack near the close of the school year, which terminated June 20, made it necessary for him to get assistance in the discharge of his duties. E. E. Henry, of Noblesville, whose schools had closed early, gave the required aid.

Mr. Hunter has been a faithful teacher for twenty-five years, and it will be unfortunate for him to be compelled to leave his chosen profession.

J. M. WILSON, late superintendent of the Bloomington schools, is now teaching in the State Normal School. He is a graduate of the Illinois State Normal, and is a good teacher.

HADLEY BROTHERS, of Chicago, have dissolved partnership for the purpose of taking in a new partner, T. T. Gillingham. The firm name is now Hadley Brothers & Co. The firm of Hadley Brothers & Kane, remains as before. The business place of these firms has been changed from 186 State street to 63 and 65 Washington street.

THE County Board of Education for Hendricks county, at their late meeting, heartily indorsed superintendent Dobson and recommended the commissioners to reappoint him. It is to be hoped that this recommendation will be followed, as we have had but few such county superintendents as Mr. J. A. C. Dobson, of Hendricks.

D. B. VEAZEY, agent for D. Appleton & Co., has located at Indianapolis, with office at 18 West Washington street.

THE many friends of W. H. Powner, superintendent of Decatur co., will regret to learn that he has lately suffered a great affliction in the death of his wife.

J. L. RIPPETOE has been unanimously re-elected superintendent of the Connersville schools. This is a good indorsement for Mr. Rippetoe, and we are glad to hear it.

T. W. FIELD is principal of the Kewanna Graded and Normal School. The first annual circular is out.

J. M. JOHNSON is the principal of the Marengo Academy.

## LOCAL.

JOHN C. RIDGE, Cincinnati, Ohio, Professor of Elocution, desires to make engagements to do institute work in his specialty of Elocution and Reading. More than a dozen years' experience in city and country schools enables him to adapt his work to the wants of the teachers. He gives special attention to methods of teaching in primary grades, and to the manner of teaching reading rather than to theatrical display. He refers to Robert Kidd, the Elocutionist, E. E. White, Thos. W. Harvey, John Hancock and W. A. Bell. 5-3t

FRENCH'S ARITHMETICS were adopted by the Board of Education for Allen County, the largest county in the State, at their May meeting, by SIXTEEN votes to one for Ray. Where teachers and trustees care to have the best books, French is sure to be adopted.

At a meeting of the Board of Education for Chicago, held the 18th of May, Swinton's Language Lessons and Dalton's Physiology were adopted.

For introductory terms, address

J. M. OLCOTT,

Indianapolis.

THE St. Louis Mercantile Company, wholesale dealers in first class Pianos and Organs, have just opened an office in Indianapolis. Their leading Piano is the Weber, than which there is no better manufactured. They also have "The Silver Tongue" Organ, one of the best made.

Attention is particularly called to the fact that the Company want agents, and that they offer the most liberal terms and inducements.

Teachers whose schools are just closing, can engage in a pleasant and profitable business. For an instrument or an agency address the St. Louis Mercantile Company, 34 East Market st., Indianapolis.

THE Frankfort Normal will open July 12, for eight weeks, under the direction of J. E. Morton and Freeman Cooper, assisted by Professors T. Harrison, W. A. Boles and W. E. Cooper. With such a corps of teachers the institute can but be a grand success.

J. H. BUTLER & Co., of Philadelphia, will publish, on the 1st of July, a new text-book on United States History; and, on Aug. 1, a new Latin prose composition.

THE Fostorio (O.) Normal will open August 31, and furnish superior facilities to teachers. A training school will be opened under the direction of an Oswego graduate. See advertisement.

SEE the advertisement of the Hopewell Normal. It will be among the best.

THE Spiceland Normal will open July 27; see advertisement.

YOHNN & PORTER, of Indianapolis, are publishing a new Sunday School song book, entitled the "Crown of Life." Proof pages look well.

**\$5 to \$20** Per Day at home. Terms free. Address G. STINSON & CO. Portland, Maine. 2-1y

**Lucrative Schools for Teachers** of all grades. Apply for circulars, Western School Agency, Chicago, Ill.

## TABLE OF CONTENTS.

	PAGE.
Examiners Examined.....	247
The Ways of the Grammars.....	253
How to teach pupils to study.....	259
Hints to teachers of Natural History.....	262
Drawing should be taught in Public Schools.....	266
<b>OFFICIAL—</b>	
Official visits to Knox and Floyd counties.....	273
Harrison, Crawford, Perry and Spencer counties.....	274
Vanderburg, Warrick and Posey counties.....	275
<b>EDITORIAL—</b>	
Compulsory Education—The Representation of Schools at the Exposition.....	276
Strive to make yourself useless.....	277
The High School Question.....	278
Our State University.....	280
County superintendency law unconstitutional.....	281
Honorary Degrees—Ventilation.....	283
Synopsis of Legal Decisions.....	284
Official visits of the State Superintendent.....	285
<b>MISCELLANY—</b>	
Questions for State Certificates.....	286
Education in the South.....	290
Northern Indiana Normal.....	293
Inter-State oratorical contest.....	294
Colleges and their Commencements—High Schools.....	295
Personal.....	297
Local.....	299

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We regret that our book table and a large number of miscellaneous items have to be crowded out of this issue of the Journal. We give *fifty-one* pages of reading matter, exclusive of advertisements, as it is.

Among the books we have on hand for notice is the new series of Harvey's Readers, published by Wilson, Hinkle & Co.

# INDIANA SCHOOL JOURNAL

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## ILLUSTRATIVE TEACHING.



MATTIE CURL.

"I hold it truth with him who sings  
To one clear harp in divers tones,  
That *men may rise* on stepping stones  
Of their *dead selves* to *higher things*."

**H**UNDREDS of years ago, on an island cradled in the bosom of the *Ægean sea*, there was presented to the divine revelator, in *concrete forms*, a symbol of the spiritual beauty and happiness which is in store for the purified and justified of every age.

Was there ever object lesson more grand than this? Did ever illustration more fully portray the *relation* of concrete forms to spiritual realities? Is it not well for the finite to learn wisdom from this beautiful lesson given it by the Infinite?

Again, another revelator stands with bowed head among his devoted pupils, on a lonely island, where the song of the ocean and the scream of the sea-bird alone break the silence of their worship; a child of nature, a giant among his fellow men; *he* is willing to learn as the child learns; gaining knowledge through external forms, until he not only knows the object in itself, but sees it in all its varied relations; abstracts, generalizes and classifies; thus assigning it to its proper place in the graduated scale of nature.

Man is pre eminently a *related* being, both in his universality and in his individuality. He is also *self-active* and a *self-actuated* being, bearing within himself a *motive* power which, if properly developed and directed, will make him godlike and beautiful; but which, if slighted and neglected, will render him hideous and repulsive. Thus, while he is an active factor in the creation of his own history, he is also, to some extent, a passive one, conditioned and limited by his surroundings. Hence, the necessity that he who takes upon himself the responsibility of so grave a charge as the directing of the development of spirit be, not only familiar with all the processes involved in the successive stages of its unfolding, but that he be also thoroughly conversant with the means most conducive to this development; i. e., that he be able to so clearly show the relation of the *objective* to the *subjective* reality that they shall form one harmonious whole. And, since the mind does not consist of distinct faculties, but is made up of the different activities of one great energy, it is absolutely necessary that the teacher should understand the relation that these different activities bear to one another in order that he may incorporate into his plans for teaching every accessory element for their healthful action.

He must not only understand *child-mind*, but he must also know *man-mind*; for while the perceptive faculty is developed first in the order of *time*, who would dare say that the little child does not reason? Who, but an insane person, would question the existence of an intuitive process which calls forth the no uncommon inquiry, "Papa, who made God?"

But there is a great gulf between child-thought and man-thought. The child thinks, but his thinking is first an unconscious process. It is merely spiritual phenomena in which the senses seem to be playing "cricket" with the higher processes of the soul. There is no labor in this, because labor is the legitimate offspring of conscious effort. Nor is undirected perception labor. It is only when the child's attention is arrested and directed, and he lays hold of the attributes of sense in accordance with a purpose predetermined in the mind of the teacher that he ceases to play and begins *earnest work*.

The statements have become "trite" that "knowledge begins with experience," and that "our ideas are primarily derived from the outside world;" yet if many of us were to compare our *belief*

in these assertions with our actual *work* in the school room, doubtless we should conclude that we had merely learned a *form* of work and left them devoid of content; or having grasped the content, had held it as an intellectual "bauble," to be exhibited on *state* occasions.

Much of our teaching returns unto *void*, from the fact that we teach above our pupils' heads. We give them *word-forms* into which they put no *content*, or what is a still graver error, we allow them to draw from them incorrect conceptions; thus permitting the pupil to learn falsehood rather than truth, the eradicating of which will cost both teacher and pupil tenfold the effort it would have done to have impressed him with the truth at first. Because an idea is clear to the teacher, after one of his exceedingly lucid explanations, he has no right to conclude that it is perfectly understood by the pupil. He should consider his work only half finished until he has required the pupil to illustrate the same point so clearly as to leave no probable ground for mistake.

And here arises the necessity for illustrative teaching. This subject divides itself into two great divisions: first, that which has for its primary object the development of the faculties, and, hence, gives greater power for mental activity; the second is that which is intended to impart knowledge either of material or spiritual objects. The first is technically called "Object Teaching," and has its origin and, perhaps, its limit, in the primary school. The second division is more comprehensive; both in content and extent, and not only includes the relation of the *real* object to the *represented* object, but all auxiliaries which may be brought to bear, either directly or indirectly, in enabling the mind to grasp a new truth or discover a new relation.

In the first, the pupil is taught to observe, to do, and to tell; in the second, he is taught the relation of concretes to their concrete representations; also the relation of matter to spirit, of the tangible to the intangible, and to form judgments based on the knowledge gained from the discovery of these relations.

Things before ideas is the "rationale" of the child. By associating the abstract with the material, the unknown with the well known, truth is made more simple and consequently more attractive.

While illustrative teaching is, perhaps, most necessary in the lower departments of the school, it is certainly also valuable in

the higher departments ; if not, why so much money expended in apparatus, cabinets, etc.?

Mind, while it is constantly presenting different plans, does not change so much after all ; and we find the full-grown man appealing to the fancy and the imagination proper to assist him in the profounder researches of the understanding and the reason.

In the language of Pedagogics, "True thinking deprives the individual of no legitimate means of intelligence ; while it is true that the understanding, the judgment, and the syllogism develop, by their own action, into forms which in themselves cannot be perceived by the sense." yet were it as well that the hand should say to the foot, "I have no need of thee," as to say that the higher processes of the soul are isolated from the lower forms of knowing.

Children are always glad learners, and will lend us eager eyes and ears if we only know how to interest them. But we must begin with their *real* world ; with what has made music to their ears and brought the sparkle to the eye ; with what their tiny fingers have played upon, and their lip touched in childish rapture.

"Verily the letter killeth, but the spirit maketh alive," and he who can best succeed in finding "sermons in stones and books in running brooks," is the teacher that intelligence and common sense alike demand.

But illustrative teaching is not "haphazard" work in which an apprentice may excel. It should not proceed as I heard one remark the other day, "just any way so that the desired result is obtained. This is not illustrative teaching in the true sense of the word. It will make a vast difference in the pupil's "bent of mind," whether he has been trained in accordance with the laws of thought, and whether in the presentation of a new truth it was done with reference to these laws ; or whether the illustrations were used without any system, and in such a manner as to leave the mind of the pupil in a "myth," unable to distinguish the relation, if any, existing between the *symbol* and the *reality*.

Hence, to use illustrations to the greatest advantage, the teacher must first know the subject matter ; second, mind ; third, the relation existing between the two ; and fourth, he must know the nature of the illustrations best adapted to the development of the subject by the pupil.

Adaptability and tact are also important elements which enter into this form of teaching. As the Nantucket whaler said, "We must put harpoon into our work."

Illustrations should be *relevant*, and not too complicated. Many otherwise fine illustrations have been spoiled by the use of too much of either material or spiritual machinery. They should be freed from all "red tape" and pedantry, and instead should be substituted a lawful amount of "common sense." Before the teacher appears in the presence of his class he should, as far as practicable, have his illustrations ready, i. e., thought out carefully, and their relative bearing upon the subject fully comprehended, though the wise teacher will always be prepared for an emergency; children are always taking us by surprise, and when they make a happy stroke, as they often do, we should be careful to take advantage of it and, if necessary, change our tactics, always being careful not to change the basis of our instruction.

Children are delighted if they think they have discovered a new truth for themselves; hence, the teacher, in illustrating a given point or developing an idea, should be very careful not to develop too much. We should not make so much of the illustration as to lose sight of the result to be obtained by it. The developing process is often carried on after the pupil has arrived at the induction, and is waiting impatiently for the poor teacher to permit him to tell what he has long ago inferred.

There are many reasons why illustrative teaching should be much more extensively used than it is; it is a direct method of obtaining results, hence a great economizer of time; it is a labor saving machine; and it is also a remarkably good substitute for mental capacity both in teacher and pupil.

Many pupils can take in through the *senses* that which they are wholly unable to comprehend by the *understanding* alone, while some teachers can succeed admirably in imparting instruction by means of illustration, who would make ignoble failures if deprived of this means of success. (Again, knowledge is made more permanent by thus associating the internal with the external; the abstract with the concrete.) Besides, children always appreciate most, and remember best, that which is presented to them in the most attractive manner; and who ever saw a child so stupid he could not be interested in and entertained by a real object or a picture?



The existence of knowledge in the mind of the child begins when he first begins to distinguish the resemblances and differences in objects; and his knowledge continually increases as his power to observe these distinctions increases. Hence, teaching power is largely dependent on the ability of the educator to develop this power of discrimination in the minds of the pupils.

The child must attend before he can comprehend; and he will attend only when knowledge is presented to him from his own mental standpoint. Hence, the first question the teacher should ask himself before he undertakes to develop any given subject in the mind of the child, is, what does the pupil now know? Second, how did he find out what he knows? When these questions are clearly and definitely answered, the teacher is then ready to determine what he should do next in order to secure the attention, and consequently the intellectual advancement of the pupil. *Child-world is object-world*, and the teacher must resort to every external means which can be brought to bear in order that he may teach in this child-world.

The immediate perception of many things is impracticable, and of others absolutely impossible; yet no one questions the necessity of such perception in order to secure the fullest comprehension of the subject; so to furnish a substitute for the immediate perception, we *mediate* it and supply the lack of the *real* object by its *representative*. Here arises the necessity for maps, charts, pictures, blackboard illustrations, etc.

But here we come in contact with many obstructions. Many objects cannot be represented in their natural size or color; here arises the necessity of a *scale*, and also the difficulty of making the object appear neither too large nor too small. Hence, to render these auxiliaries valuable as educators, they must be accompanied with proper explanations. Commit them to the hands of an unskilled teacher, and they will accomplish more harm than good on the principle that wrong teaching is worse than no teaching.

No teacher is thoroughly prepared for his work until he has become master of the crayon and blackboard; and I trust the time is not far distant when both the science and the art of drawing will constitute a part of the curriculum for the teacher's course in our Normal school.

In geography, botany, natural philosophy, natural history,

and, indeed, through the whole course of the natural sciences, books would be a mere dead letter without illustrations. Let these be from real objects, if possible; if not, from their representatives. If we wish to teach a child *position*, let us not begin by tracing meridians and parallels, but first, teach him to arrange familiar objects on the desks, about the rooms, and in the yards. Teach him these simple relations, then will he be enabled to proceed from the seen and known to the discovery of the unseen and unknown, and he will ultimately comprehend the relation of continents, and islands, and planets.

Again, if we wish to teach the concept "divisibilit," show the pupil first, the undivided, then the divided objects, as salt, sugar, glass, analyze, etc.; lead him to abstract and generalize for himself; and after he fully comprehends the meaning of the term, he is then ready to formulate his own definition. Thus we might go on illustrating by example, *ad infinitum*, but it is unnecessary.

Pictures are of almost incalculable value as educators; but as such they must be characteristic of what they are intended to represent. They must be impressed by the inspiration of the *live* teacher or they will remain only as dead forms, and will degenerate into objects of mere diversion with the children. It will not do to make pictures, or any other kind of illustration a substitute for thinking. The American world is too much inclined to run away with itself; short roads to the attainment of knowledge and to the development of intellectual power is a very popular idea with the masses. Anything to save time and money, and, as a consequence, society is flooded with at least a superficial, if not sham education.

There are forms of illustration by means of which spiritual existences are more readily comprehended, such as the simile, comparison, metaphor, allegory, story, anecdote, parable, etc. Divine truth almost always assumes some of these forms: The lilies of the field; the lesson of the sparrow; of the husbandman; of the vine; the brambles; the fig tree; the bread and wine; all these have been made the means of illustrating truths which have shone brighter through the ages. What could be more beautiful than the following simile: "As Moses lifted up the serpent in the wilderness, even so shall the son of man be

lifted up, that whosoever believeth in Him might not perish, but should have everlasting life."

Thus the mind is led through the objective and subjective stage, and finally reaches a point where it can look backward and forward, downward and upward. Having first received impressions from forms already created, the pupil is now ready to exercise his imagination under the guidance of the judgment and the reason in the projection of new, and useful, and beautiful forms for himself. He can retain these creations as capital for his own mind alone, or he may formulate them for the benefit of others. By means of this creative power in man, the smoke of the steam engine is made to ascend forever, and the tamed lightning tightens its clasps around the world. Beautiful thoughts are made into golden links of love and truth to bind man to his brother man.

The touch of a Raphael and the breathings of a Milton send an inspiration down the centuries. The grand cathedral leaps up from beneath the touch of the architect, and the Madonna from the hand of the artist. Science and philosophy put on strange new forms, and men "prophesy and dream dreams."

Thus truths which are illustrated to-day become incorporated spiritual existences of to-morrow, and the pupil becomes the conscious, free master of his own energies, while the teacher is forgotten in the mightiness of the results of his labor.

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## IS MAN AN AUTOMATON?

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THOMAS HUXLEY.

---

**W**HY, in fact, may it not be that the whole of man's physical actions are mechanical, his mind living apart, like one of the Gods of Epicurus, but unlike them occasionally, interfering by means of his volition?

A FROG WITH PART OF HIS BRAIN EXSECTED.

And it so happened that Descartes was led by some of his speculations to believe that beasts had no soul, and consequently,

according to his notion, could have no true mental operation, and no consciousness; and thus, his two ideas harmonizing together, he developed that famous hypothesis of the automation of brutes, which is the main subject of my present discourse. What Descartes meant by this was that animals are absolutely machines, as if they were mills or barrel-organs; that they have no feelings; that a dog does not hear and does not smell, but that the impression which thus gave rise to those states of consciousness in the dog, gave rise, by a mechanical reflex process, to actions which correspond to those which we perform when we do smell, and do taste, and do see. Suppose an experiment. Suppose that all that is taken away of the brain of a frog is what we call the hemisphere, the most anterior part of the brain. If that operation is properly performed, very quickly and very skillfully, the frog may be kept in a state of full bodily vigor for months, or it may be for years; but it will sit forever in the same spot. It sees nothing; it hears nothing. It will starve sooner than feed itself, although if food is put into its mouth it swallows it. On irritation, it jumps or walks; if thrown into the water it swims. But the most remarkable thing that it does is this: you put it in the flat of your hand, it sits there, crouched, perfectly quiet, and would sit there forever. Then if you incline your hand, doing it very gently and slowly, so that the frog would naturally tend to slip off, you feel the creature's forepaws getting a little slowly on to the edge of your hand until he can just hold himself there, so that he does not fall: then, if you turn your hand, he mounts up with great care and deliberation, putting one leg in front and then another, until he balances himself with perfect precision upon the edge of your hand; then, if you turn your hand over, he goes through the opposite set of operations until he comes to sit in perfect security on the back of your hand. [Applause.] The doing of all this requires a delicacy of co-ordination, and an adjustment of the muscular apparatus of the body which is only comparable to that of a rope dancer among ourselves; in truth, a frog is an animal very poorly constructed for rope dancing, and on the whole we may give him rather more credit than we should do to a human dancer. These movements are performed with the utmost steadiness and precision, and you may vary the position of your hand and the frog, so long as you are reasonably slow in your move

ments, will work backward and forward like a clock. And what is still more remarkable is this: that if you put him on a table, and put a book between him and the light, and give him a little jog behind, he will jump—take a long jump very possibly—but he won't jump against the book; he will jump to the right or to the left, but he will get out of the way, showing that although he is absolutely insensible to ordinary impressions of light, there is still a something which passes through the sensory nerve, acts upon the machinery and his nervous system, and causes it to adapt itself to the proper action.

#### A SOLDIER IN A CONDITION SIMILAR TO THE FROG.

I need not say that since those days of commencing anatomical science when criminals were handed over to the doctors, we cannot make experiments on human beings, but sometimes they are made for us, and made in a very remarkable manner. That operation called war is a great series of physiological experiments, and sometimes it happens that these physiological experiments bear very remarkable fruit. A French soldier, a sergeant, was wounded in the battle of Bareilles. The man was shot in what we call the left parietal bone. At present this man lives two lives, normal life and abnormal life. In his normal life he is perfectly well, cheerful, and a capital hospital attendant; does all his work well, and is a respectable, well-conducted man. This normal life lasts for about seven and twenty days, or thereabouts, out of every month; but for a day or two in each month—generally at intervals of about that time—he passes into another life, suddenly and without warning or intimation. In this life he is still active, goes about just as usual, and is, to all appearance, just the same man as before: undresses himself and goes to bed, gets up, makes his cigarette and smokes it, and eats and drinks. But in this condition he neither sees, nor hears, nor tastes, nor smells, nor is he conscious of anything whatever, and has only one sense organ in a state of activity, viz., that of touch, which is exceedingly delicate. If you put an obstacle in his way he knocks against it, feels it, and goes to the one side. If you push him in any direction he goes straight on, illustrating, as well as he can, the first law of motion. You see I have said he makes his cigarettes, but you may make his tobacco of shavings, or of anything else you like, and still he will go on making his cigar-

ettes as usual. His action is purely mechanical, As I said, he feeds voraciously, but whether you give him aloes. or asafoetida, or the nicest thing possible [laughter], it is all the same to him.

#### HONEST AT ONE TIME AND A THIEF AT ANOTHER.

The man is in a condition absolutely parallel to that of the frog, and no doubt when he is in this condition, the functions of his cerebral hemisphere are, at any rate, largely annihilated. He is very nearly—I don't say wholly, but very nearly—in the condition of an animal in which the cerebral hemispheres are not entirely extirpated, but very largely damaged. And his state is wonderfully interesting to me, for it bears on the phenomena of meamerism, of which I saw a good deal when I was a young man. In this state he is capable of performing all sorts of actions on mere suggestion—as, for example, he dropped his cane and a person near him put it into his hand, and the feeling of the end of the cane evidently produced in him those molecular changes of the brain which, had he possessed consciousness, would have given rise to the idea of his rifle, for he threw himself on his face, began feeling about him for his cartouche. went through the motion of touching his gun, and shouted out to an imaginary comrade, "Here they are, a score of them; but we will give a good account of them." This paper to which I refer is full of the most remarkable examples of this kind, and what is the most remarkable fact of all this is the modifications which this injury has made in the man's moral nature. In his normal life he is one of the most upright and honest of men. In his abnormal state, however, he is an inveterate thief. He will steal everything he can lay his hands upon [laughter], and if he cannot steal anything else, he will steal his own things and hide them away.—*Exchange*.

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THE man who three years ago married a Newport belle says he begins to realize that a thing of beauty is a jaw forever.

It is frequently remarked that girls who dress "loud" soon come to talk and act loud.

A MAN has been arrested for taking things as they come.

## INSTITUTES.

**A**s THE Institute season is nearing us, a suggestion or two seems pertinent. 1. Where counties have held institutes for several consecutive years, it is important that there be an advance in studies. That is, the work should not go over the same ground that it has been going over for the last two or three years. Teachers who have attended three or four years desire to get farther than the greatest common divisor, or the least common multiple. I think three can be found counties in the State, and out of it, for that matter, in which the institute work seldom passes the limits named. Surely this needs changing. There should be advance not only into higher grades of arithmetic, but into algebra—in some cases, geometry.

The same law holds, of course, in other studies. The mind instinctively seeks advance. Stale food palls on the taste; so stale knowledge.

Examiners should therefore arrange for advance from year to year.

2. A course of work should, so nearly as may be, be marked out before opening the institute, and this course should be followed, not always absolutely, but proximately.

Let the circulars to teachers indicate something of the kind and extent of the work to be done, not simply naming the branches, but the scope of the work in the branch. Thus, instead of saying arithmetic, say common fractions and per centage. So in physiology, instead of physiology, which may mean the bones, which have been the theme for the last four institutes, say the nervous system, and the digestive system, etc.

The teachers will know what to expect and will come, while if the same old diet, "hash," is to be taken, they will not come, or at most will come with indifference or reluctance.

3. This will rule out traveling lecturers and hobbyists, or at least will rule them into line. This is not only a consummation devoutly to be wished, but a duty from examiners to teachers. Teachers do not go to institutes to be talked at, or played upon as a tyro thumbs a musical instrument.

These three conditions complied with, and the interest and efficiency of our institutes will be increased.

H.

## ON TEACHING DEFINITIONS.

W. WATKINS.

In the Third Reader I find the following words to be used as a spelling lesson:

sign,	amuse,	teacher,	happpiest,
eyes,	selling,	country,	supposed,
chalk,	parcels,	missing,	delighted,
search,	inquire,	troubled,	fisherman,
taught,	writing,	spinning,	gentleman,
trying,	venture,	confused,	themselves.

Can we use any of these words to teach definitions? If so, what ones and how? Let us consider the natural steps in the knowledge of a word. They are three in number.

1. To *understand* a word when we hear it used.
2. To be able to use it ourselves.
3. To be able to tell in other words what it means.

This is the order of time and of nature.

Of the above list it is probable that *search, amuse, parcels, inquire, venture, confused, supposed, delighted*, convey some more or less distinct idea to the minds of our pupils, but they do not themselves *use* these words. All the rest they understand clearly and use freely. But they cannot tell what chalk is. Can their teacher? They love butter and clamor for it, but can they tell what it is? Can you?

Thus we see that a definition in words is not easy. It requires great accuracy of thought and niceness in the use of language to make a good definition.

In this list there are three which may be defined in words, teacher, fisherman, gentleman. For the last the writer once received, "A man that does right," and counted it a good definition.

Now we can do this with our words.

1. If there be a strange word which the pupil does not understand, we may teach him to understand it by using it in such sentences as makes its meaning very plain and perspicuous.

Thus, suppose the word *intoxicated* conveys no idea to his mind, we may say, "The drunkard drank whisky until he became intoxicated."



We should be satisfied with connecting the word with the idea and not attempt anything more in that lesson. Our three steps are often years apart.

2. We may practice the pupil in the use of such words as he clearly understands.

The pupil should use in sentences the words search, parcels, venture, inquire, etc.

Here the teacher will encounter the natural indolence of the child's mind, for the sentences will be such as require the minimum of thought and the least possible number of words. This requires tact on the teacher's part; but by praising good sentences and shaming bad ones, and refusing those that are made in imitation of another's thought, it may be overcome.

3. We may require a definition of such as the pupil can define. We may encourage him to attempt definitions of words which we are sure he understands. Commend what we can and assist where we must.

If thus we lead the pupil up to a definition through the understanding, and use of the words, the definition is natural, it is his own, and will prove of great value in fostering habits of accurate thought and critical use of language. But if he commit to memory the definition of a word which he does not understand and cannot use, he is not benefited in any degree.

There is one way to learn how to define words: *grow* to it.

## REFORM IN ENGLISH ORTHOGRAPHY—I.

D

GEORGE W. HOSS.

**R**EFORM in its very nature is in a sense distasteful. It assumes at the outset that something needs bettering, i. e., that something is not as good as it ought to be, possibly might be. This assumption, therefore, in a delicate way reflects on the authors of the thing or system to be reformed. The authors, therefore, object. It reflects, in a degree, upon those who practice or indorse the plan or system, and consequently they are likely to object.

Second, a still larger and less philosophic class object, and for less commendable reasons, namely, they don't want to be disturbed. They wish to be let alone, and they wish you to mind your own business. Thus reform, however worthy, always meets opposition; and this opposition is more or less intense according to the subject, the parties engaged, the age or community in which the process is carried on. Reform in English orthography can hardly claim exemption from the common fate.

That this reform is necessary hardly needs affirming. If we had no other facts than those furnished by the spelling matches of the past few months, in different parts of the country, we should have enough to carry conviction. In these we find editors, doctors, lawyers, teachers and others, failing at times on the first or second word, and seldom going beyond ten to twenty words. Yet many of these persons have spent from one to three, in some cases four years in learning to spell. This evidence becomes even stronger when we look into our public schools and see what immense drill in spelling is exacted through a course of four, five or seven years.

But worse still when we remember, 1st, that in all this time and labor, spelling is not learned; 2d, that when learned, it cannot with propriety be called knowledge. Sad! sad! two, three, four golden years of youth consumed, and the mere implements obtained, the mere rind of the fruit broken, the rich meat remaining untouched. And here end the school days of a large per cent. of all the pupils in the rural districts and villages. And thus instead of being educated they have been spelling—"only this and nothing more." Does such a state of things call for reform? If it does not call for reform what does? But you say, what can be done? Ah! that's the question. To find the evil is something, but to find the remedy is much more.

1. We propose the removal of all silent letters. These are among the most troublesome. They have no sound whatever to guide the ear, consequently to give them their place, must be the stubborn and tiresome work of pure memory. These removed, and thousands of words could be spelled phonetically without labor and with almost absolute certainty.

We present a few in illustration: *knife, gnaw, half, knob, psalm, peater, echism, rheumatic, phthisic*, and the like, *ad libitum*. Take

out the silent, consequently useless, letters, and we have *nif*, *naw*, or even *na*, *haf*, *nob*, *sam*, *salter*, *sism*, *rumatic*, *tisic*. What child could not spell these on first trial, yet how many adults go down on them in the spelling crusade!

2. *Give each letter one sound, and but one.*

It is well known to all who have examined pronunciation with care, that most of the letters in our alphabet have two and three sounds, some six or eight. I has five sounds, as heard in *si*, *sit*, *sir*, *marine*, *union*. E has seven, as in *me*, *met*, *her*, *there*, *they*, *ewe*, *England*. A has eight, as in *fa*, *fat*, *far*, *fall*, *fare*, *was*, *many*, *pass*; the other vowels about the same. The consonants have, in some cases, two to three sounds each. G has two, as in *go*, *gin*. C has four, as in *cap*, *city*, *suffice*, *social*; and s has three, possibly four, as in *sit*, *raise*, *sure*, *treasure*.

Without further analysis, it is apparent, yea, painfully apparent, that such multiplicity of sounds of the same character must produce inextricable confusion. It is therefore equally apparent that the removal of this multiplicity would remove a great difficulty. We hear, for the first time, the words *sir*, *her*, *fur*. At once the tendency is to put the same vowel in each word, as *sir*, *hir*, *fir*, or *ser*, *her*, *fer*, or *sur*, *hur*, *fur*, and if each of these vowels had but one sound, so we would do, or change the pronunciation. The same is true in *pray*, *prey*, *sleigh*; also in *there* and *care*, and thus. Thus we are perplexed with words in which different letters give the same sound. On the other hand, we are equally perplexed with the same letters giving different sounds. Take the dipthong *ou*, as in *ought*, *cough* (*cof*), *plough* (*plow*), *enough* (*enuf*), *through* (*thru*), and thus on *ad finem*, *ad nauseam*. No wonder the Frenchman exclaimed "Murder! murder!" when he got through with these contradictions. Fix to each character a uniform sound, and the absurdity disappears, and with it the difficulty.

This second condition complied with, another becomes necessary, namely:

3. *New Letters added to our Alphabet.*

Some of our useless letters, as *c*, or *k*, *s*, or *c*, or *z*, should be expelled, or changed in sound, and then a sufficient number of new ones added to equal the number of elementary sounds in the language. After the number of sounds is agreed upon, the in-

vention of the letters is a simple matter. Any one who has skill enough to inclose a space with three lines instead of five can do this. The naming of these characters is alike simple. Any one who can find a name for a new discovery or invention, can do this, or easier, he can filch names from the Greek, Sanscrit, or Hebrew.

I close this article with a statement of some of the benefits resulting from this proposed change:

1. After having learned the names and sounds of letters, children would learn to spell in a few weeks; rather they would not *learn*, they would *hear* and *spell*.
2. They would learn to read with almost equal facility.
3. Pronunciation would be alike easy.
4. Immigrants to this country would be relieved of a labor almost incalculable.
5. And generally, *spelling* and *pronouncing*, which now are "herculean feats," would take care of themselves, much as do the laws of gravity.

Surely here is gain enough to commend this reform, yea, such as should compel it.

## THE NEW SCRIPTURES.

ACCORDING TO TYNDALL, HUXLEY, SPENCER AND DARWIN.

### GENESIS—CHAPTER I.

1. Primarily the Unknowable moved upon cosmos and evolved protoplasm.
2. And protoplasm was inorganic and undifferentiated, containing all things in potential energy; and a spirit of evolution moved upon the fluid mass.
3. And the Unknowable said, Let atoms attract; and their contact begat light, heat and electricity.
4. And the Unconditioned differentiated the atoms, each after its kind; and their combinations begat rock, air and water.
5. And there went out a spirit of evolution from the Unconditioned, and working in protoplasm, by accretion and absorption, produced the organic cell.

6. And cell by nutrition evolved primordial germ, and germ developed protogene; and protogene begat eozoon, and eozoon begat monad, and monad begat animalcule.

7. And animalcule begat ephemera; then began creeping things to multiply on the face of the earth.

8. And each atom in vegetable protoplasm beget the molecule, and thence came all grass and every herb in the earth.

9. And animalcule in the water evolved fins, tails, claws and scales; and in the air wings and beaks; and on the land they sprouted such organs as were necessary as played upon by the environment.

10. And by accretion and absorption came the radiata and mollusca, and mollusca begat articulata, and articulata begat vertebrata.

11. Now these are the generation of the higher vertebrata, in the cosmic period that the Unknowable evolved the bipedal mammalia.

12. And every man of the earth, while he was a hipparion, and the hipparion before he was ascidian.

13. Out of the ascidian came the amphibian and begat the pentadactyle by inheritance; and selection produced the hylobate, from which are the simiade in all their tribes.

14. And out of the simiade the lemur prevailed above his fellows and produced the platyrhine monkey.

15. And the platyrhine begat the caterrhine, and the caterhine monkey begat the anthropoid ape, and ape begat the longimanous orang, and the orang begat the chimpanzee, and the chimpanzee evolved the what-is it.

16. And the what-is-it went into the land of Nod and took him a wife of the longimanous gibbons.

17. And in process of the cosmic period were born unto them and their children the anthropomorphic primordial types.

18. The homunculus, the prognathous, the troglodyte, the autochthon, the terragen, these are the generations of primeval man.

19. And primeval man was naked and not ashamed, but lived in quadrumanous innocence, and struggled mightily to harmonize with the environment.

20. And by inheritance and natural selection did he progress from the stable and homogeneous to the complex and the hetero-

geneous—for the weakest died and the strongest grew and multiplied.

21. And man grew a thumb for that he had need of it, and developed capacities for prey.

22. For behold, the swiftest men caught the most animals, and the swiftest animals got away from the most slow men; wherefore the slow animals were eaten and the slow men starved to death.

23. And as types were differentiated the weaker types continually disappeared.

24. And the earth was filled with violence; for man strove with man, and tribe with tribe, whereby they killed off the weak and foolish and secured the survival of the fittest.—*School Bull'n.*

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## BEAUTY IN THE SCHOOL ROOM.

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ALICE M. ELDRIDGE.

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WE ARE often told to make our school rooms "attractive," and, in most cases, it is easy enough to follow the admonition. But a large and commodious room, in a splendid building in the city, affords a striking contrast to many of the houses in which we poor country teachers "keep school."

Imagine, for instance, a lone, dreary, dilapidated building, perched upon a rocky hill, difficult of access in winter, and quite as innocent of shade in the summer time. The great number of the windows suggests a reason for their "unblinded" state.

The hogs of the neighborhood have long since made the discovery that no other ponds are so desirable for a summer resort as those near the school house, and almost invariably take up their winter residence under the house or near the door, and protest, with a grunt of disapproval, against the invasion of their domains. The inside of this place usually corresponds to the outside, but if the teacher has a realizing sense of the "great power of beauty," she can, with the assistance of the pupils, work wonders in the way of improving the appearance of her surroundings, and at the same time exert an influence that will be felt in the home of every child under her care, making its whole life

brighter and better, ever afterwards. To young teachers, especially, who may find themselves, at some time, in just such a place as the one described, a few suggestions from a teacher of experience may be of practical benefit.

First of all, the school room should be thoroughly cleansed, and then the pupils should be required to keep it so.

If no better blinds can be had, tack up some nice, clean newspapers at the upper parts of the windows. A pair of "husk mats," which can be made at noon on rainy days, will furnish pleasant occupation for the children, and prove a valuable acquisition.

Chromos are so easily obtained, and there are such a variety of really pretty frames to be made by the exercise of a little skill and patience, that you can have pictures for the room at very little expense.

Mottoes neatly framed, or mottoes on scrolls made with crayon on the blackboard, are beautiful and suggestive.

If you have not enough blackboard room, and the director neglects to provide more, you can make it yourself. Prepare the wall by filling the rough places with plaster of Paris mixed with water, if the wall is plastered, and paint with a preparation made by Prof. Hough's recipe, as follows: "To one gallon best alcohol add one pound gum shellac. Let it stand for twenty-four hours; then add four ounces of lamp black. Apply with a common paint brush." Let the walls get perfectly dry before using them.

If you have no charts for your writing class, improve your own writing, set the best copies you can and use one of your new blackboards in explaining the principles of penmanship, according to some approved method. You will find it of great use, too, in teaching the rudiments of drawing, which the pupils will need to know when they begin map drawing. The smaller children, for lack of other employment, may sometimes be allowed to take a leaf, trace the outline on their slates and fill in the network by looking at it. They will soon make beautiful little drawings. Avoid extremes. While trying to improve the bare appearance of the school room, do not turn it into a play house, nor allow the adornment of it to engross too much attention, and so cause harm instead of the good intended. Make the recitations instructive and interesting, and be sure that you have a clear

idea, yourself, of everything you attempt to teach to others. Nowhere else can such an abundance and variety of material for the most beautiful and rustic work be found as in the country. The children will gladly collect and bring odd knots of wood, mosses, ferns and many other pretty plants, out of which you can arrange a rustic basket or stand that would be an ornament to any parlor. As the weather grows colder, and we are thrown upon our own resources for amusement indoors, the bright leaves gathered in the fall and pressed away in old books may be brought out and carefully assorted. They can be arranged on wreaths of cedars for picture frames; on white or tinted card-board with delicate ferns, and framed; forming a beautiful picture that will be mistaken for an exquisite painting; or in wall pockets with waving ferns, sprays of scarlet sumac, delicate grasses, golden-rod, prince-feathers, and any other everlasting flowers.

By these simple devices a beautiful effect is produced, and none can realize without seeing for himself, how beautifully the autumn leaves and bright flowers light up the room through the dreary winter months, bringing to remembrance the gorgeous tints of the autumn woods, as they stood bathed in the sunlight of the glorious Indian summer.

"What e'er the eye may trace,  
Seeking the Beautiful, it will arise."

## THAT DIVISOR QUESTION.

THOMAS M. CLARK.

**A**FTER all that has been said on the subject of "inverting" a divisor in the division of one fraction by another, and in the division of an integer by a fraction, we fail to discover anything new or startling, much less any improvement upon either Ray, Robinson or Dean.

If we understand the point in controversy, it is simply, "Why are we directed, when dividing by a fraction, to invert the terms of the divisor?" A fraction has been defined, an unperformed division, or division indicated. And the *value* of a fraction is the quotient of the numerator divided by the denominator. And



the numerator is always as many times the value of the fraction as there are units in the denominator.

Suppose it is required to divide  $\frac{1}{2}$  by  $\frac{2}{3}$ . We are simply required to divide the quotient of 1 divided by 2, by the quotient 2 divided by 3; or, in other words, to divide the value of  $\frac{1}{2}$  by the value of  $\frac{2}{3}$ . If we divide the  $\frac{1}{2}$  by the numerator (2) of the divisor,  $\frac{1}{2} \div 2 = \frac{1}{4}$ , we have a quotient as many times too small as the divisor was times too large; but we have seen that the numerator alone is as many times the value of the fraction as there are units in the denominator, hence it is 3 times too large, and the quotient  $\frac{1}{4}$  is as many times too small as the divisor is times too large, which is 3 times. Hence the quotient  $\frac{1}{4}$  must be multiplied by 3, to obtain the true quotient,  $\frac{1}{4} \times 3 = \frac{3}{4}$ .

If we examine this operation we will find we have multiplied the denominator of the dividend by the numerator of the divisor and the numerator of the dividend by the denominator of the divisor, which is the same as inverting the terms of the divisor.

The rule may be illustrated in various ways, any of which is sufficient foundation for the rule.

1. Division being the reverse of multiplication, the operation must be reverse of the operation in multiplication. To multiply one fraction by another, we multiply by the numerator of the multiplier and divide by the denominator; to reverse that operation we must multiply by the denominator and divide by the numerator. This inverts the terms of the divisor.

2. In the division of one fraction by another, integral as well as fractional, the divisor must be of the same unit value of the dividend, and *vice versa*. To divide  $\frac{1}{2}$  by  $\frac{2}{3}$ , they must first be reduced to the same unit value, or to the same sized parts of the same unit. The denominator showing the size of the parts into which the unit is divided, they must, before division, be reduced to a common denominator. When so reduced we have  $\frac{3}{6}$  and  $\frac{4}{6}$ . In the operation we have multiplied each numerator by the denominator, not its own. The denominators may be suppressed or cancelled, as it is obvious that 4-6 are contained as many times in 3-6 as 4 is contained times in 3. But this operation multiplies the numerator of the dividend by the denominator of the divisor and *vice versa*. This operation reduces the fractions to a common denominator, suppresses or cancels the common denominator and divides one fraction by the other, and

is neither more nor less than the *rule*, "Invert the terms of the divisor and proceed as in multiplication."

3. If one number, either integral or fractional, be multiplied by the reciprocal of another number, either integral or fractional, the product is equal to the quotient of the former number divided by the latter. But the reciprocal of a number being the quotient arising from dividing unity by the number, it follows that the reciprocal of a fraction is equal to the denominator of the fraction divided by its numerator, or the fraction inverted. Hence, to divide one fraction by another we may multiply by the reciprocal of the divisor, which is the fraction inverted, and hence the rule.

4. Let us illustrate the rule by solving the following example: How many pounds of tea at  $\frac{2}{3}$  of a dollar per pound can I buy with  $\frac{1}{2}$  a dollar? 1 is contained in  $\frac{1}{2}$ ,  $\frac{1}{2}$  times, and  $\frac{1}{3}$  is contained in  $\frac{1}{2}$ , 3 times as many times as 1, or  $\frac{3}{2}$  times, which is the number of pounds at  $\frac{1}{3}$  of a dollar per pound; but  $\frac{2}{3}$  is contained but  $\frac{1}{2}$  as many as  $\frac{1}{3}$ , and  $3-2$  divided by  $2=3-4$ , or the number of pounds that I can buy with  $\frac{1}{2}$  a dollar at  $\frac{2}{3}$  dollars per pound. But in this operation we have multiplied the numerator of the dividends by the denominator of the divisor, and *vice versa*, which is equivalent to inverting the terms of the divisor.

A NEW PRONOUN.—After a presentation by Prof. Hoss of the defect in pronouns in such sentences as, "Each lady and gentleman is expected to bear his or her share of the responsibility," etc., the rhetoric class adopted the following:

WHEREAS, There is no personal pronoun in English representing common gender in the third person, and

WHEREAS, This lack is inconvenient, and also *non-complimentary* to one sex, therefore,

*Resolved*, That we commend to grammarians the propriety of furnishing a pronoun to supply this deficiency.—*Ind. Student*.

THERE are 221,000 school teachers in this country, and 14,000,000 children who are—or ought to be—in school. The cost per annum for each child is \$6.75, which, indeed, seems a small sum.

## OFFICIAL DEPARTMENT.

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OFFICE OF ATTORNEY GENERAL,  
Indianapolis, June 5, 1875.

HON. J. H. SMART, Sup't. of Public Instruction :

SIR:—Your letter of the third inst. is received. You therein request my opinion in answer to the following questions, viz:

1. Property has been acquired for school purposes by a township. Subsequently the territory in which the school property is situated becomes an incorporated town and elects a board of school trustees. What disposition should be made of the school property?

2. School property has been acquired by a township just outside of an incorporated town. Subsequently the town extends its limits and takes in such property. What disposition should be made of the property in *this* case?

✓ I refer you, first, to the decision of our Supreme Court in the case of *Carson vs. The State*, 27 Ind. 455.

But the latest decision of our Supreme Court upon the questions which you present is to be found in the case of *Heizer vs. Fohn et al.*, 37 Ind. 415.

In this case the Supreme Court say: "There is no statute which provides that when a part of a township shall be annexed to a city or town, the title to school houses, or houses and lots on which they are situated, within the territory thus annexed, shall, by that act, be withdrawn from the school township, as a corporation, and vested in the town or city. There is nothing to support such a theory. \* \* \* The money, with which the property was purchased and the houses erected, was raised by a tax upon the people of the township, and more than half of those for whose use the property was acquired are still outside of the city, if the property shall be adjudged to belong to the city, these persons must lose what they have thus paid. On the other hand, if the property shall be adjudged to belong to the township, it is only adjudging that the title remains where it was vested, and that those who have become an integral part of another and distinct corporation, have ceased thereby to have any interest in it. It is true that equality, which is equity, would say that they should share in the property, or its proceeds, in proportion to their number or the amount contributed by them to its acquisition."

At the close of the opinion appears the following significant sentence: "If there shall be discovered any ground on which an equitable division

of the proceeds of the property when sold, can be effected, or if the corporation interested can agree upon such a division, this opinion is not intended to prevent such an adjustment."

This decision, then, is to the effect that the title to school property, in such cases as are mentioned in your questions, would remain in the school townships.

I can see no difference in the rules of law applicable to both of your questions, in this respect.

In the event the school property be sold, the Supreme Court make the suggestion, eminently proper and just, that there should be an equitable division of the proceeds, in such cases, between the school townships and the incorporated towns or cities. It is clearly intimated in the opinion that such a division, if brought about by the parties interested, would be sanctioned by the courts, and in a suit instituted for the purpose of obtaining such a division, it is fair to suppose that the courts would lend their aid.

It is impossible to anticipate the various aspects which the facts in such cases may present in future. But it would seem to be a fair and proper rule, in general, that the proceeds of sales of school property, in such cases as you have mentioned, ought to be equitably divided between the school townships, on the one hand, and the incorporated towns or cities on the other hand, which are interested, in proportion to the amounts which they have contributed respectively to the property.

Very respectfully,

CLARENCE A. BUSKIRK,  
Attorney General.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

Our circulation has increased more rapidly than we anticipated, and we have run out of March Journals. Any person sending this number, with his address, will have the time of his subscription extended one month.

THE State Superintendent has stated, in the Official Department of the Journal several times, that he can supply the School Law and Reports of his Department on certain named conditions. Teachers wishing either of these documents should send to the Superintendent direct, and not to the Editor of the Journal, for them.

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## ORATORY vs. THE PRESS.

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Since the late oratorical contest, there has been much discussion as to the practical utility of such performances. While one class of persons, including of course the "college boys," place great stress upon the oratorical art, and regard the acquirement of it as an essential element in a finished education, another class, including many editors, insist that oratory is a matter of little importance; that this is an age of newspapers; that public opinion is formed by the press and not by the orator. Per-

haps a medium view will come nearer the truth. While it is true that people do not now, as in the time of Demosthenes and Cicero, get *all* their knowledge of public affairs from the rostrum, yet it is also true that they are instructed in many things by the public speaker.

Before the time of printing and newspapers, all public teaching was of necessity oral; but since printed matter has become so cheap and so extensively circulated, most information is obtained through this source. And yet the press does not take the place of the orator—it simply supplements and extends his work. In no period in the past history of the world was there so much teaching done by public speaking. The pulpit, the lecture stand, “the stump,” the “town meeting,” are all great influences in forming public opinion, and in each of these places oratory—*true oratory*—is a power.

We hail the advent of newspapers and acknowledge their influence, but we cannot yet dispense with the public speaker. The desirable thing is to correct some false notions in regard to oratory. Not only college faculties but teachers in the public schools can do much toward bringing about a much needed reform in this matter. Let it be the work of these teachers to disabuse the minds of young people of the idea that oratory consists in froth, or foam, or rant, or any peculiarity of voice, or nicely rounded periods, or gestures, or in lofty flights of the imagination, or of all these combined, but let the would be orator learn that the great essential to success is that he should have something to say—that he must have a subject of which he knows something, and in which he is interested. Let him be taught, first and always, that the *thought* is of more importance than the clothing of thought. Let teachers encourage the selection of common sense, live subjects; let them encourage simple, straightforward treatment of the same, and then let them insist on a distinct, graceful, but *unaffected* delivery. As not one collegian or high school student in ten follows these suggestions and delivers his production in a *natural* tone of voice, there is need of work in this direction.

The chief good to grow out of these contests will consist in the free criticisms and consequent arrival at truer and higher notions of oratory.

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#### MR. AND MISS AS APPLIED TO CHILDREN.

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We wish again to enter our protest against addressing school children by the titles *Mr.* and *Miss*. That children should be treated as little ladies and gentlemen, that they be appealed to as such, that their feelings be regarded as carefully as the feelings of older persons are regarded, we most heartily agree; but that they should be addressed in school by titles never used and entirely inappropriate at home, on the play ground or any place else, we as heartily condemn. Just think of it; a boy's name is John Smith (a very unusual name), and he is called John

Smith. His associates call him John, the neighbors call him John, everybody calls him John, even his teacher calls him John when he meets him at home, on the play ground, on the street, or in society; but in the school room he is *Mr. Smith*. We know some teachers who carry this affectation to the extent of addressing children still in the Second and Third Reader as *Mr.* and *Miss*. This custom is, perhaps, admissible in high schools, but even there is by means commendable. The average age of high school pupils is not more than seventeen years—they are simply boys and girls, and are recognized as such everywhere. They are almost universally called by their christian names, and we confess our inability to see any good reason why this practice should be changed in the school room. When the college or normal school is reached, where the students have reached the years of maturity and are recognized as ladies and gentlemen in society, the conditions change and the practice we have condemned in the common schools, becomes desirable.

In these higher institutions the custom prevails, to some extent, of calling students by the last name alone, omitting the christian name and the title, *Mr.* or *Miss*. This, for the sake of brevity, may be allowable for the gentlemen, but for the ladies, never. We are aware that ladies of a certain age and cast of mind rather like this, and practice it among themselves. We have heard ladies address each other as Brown, Jones, Cropsey, etc., omitting the cognomen or title, and we always had the feeling that they were laboring under a misapprehension as to what was lady-like. Such ladies always remind us of hens trying to crow, and of young men who part their hair in the middle.

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### SNAPPING FINGERS.

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There seems to be a variety of views among teachers in regard to the practice of snapping fingers in school, especially during recitations—there certainly is a variety of practice. We can well remember when a teacher who could arouse so much interest and enthusiasm in his school that the pupils would fairly deafen one with snapping their fingers whenever a mistake was made, was specially commended. The snapping indicated that the class was awake and attending to business. Later, we can remember when snapping became unpopular—it was too noisy, but instead pupils were encouraged to hold up their hands, to indicate mistakes.

This is still practiced in many good schools, and we have but one restriction, viz: that it be done at the proper time. The more usual practice, and the one we wish to condemn, is to have every member of a class raise his hand immediately when a mistake is made in recitation. The argument in favor of the custom is that it helps to secure and hold the attention of the class; and the argument against it is that it always and

inevitably confuses and distracts the mind of the person reciting.

Our suggestion is that pupils be required to note mistakes made, and that they be held responsible for them; but that no hands be raised or other sign given till the *close* of the recitation. This plan will insure attention, and at the same time enable the one reciting to make a *fair* recitation—he will not have his attention called *from* the main thought of the recitation on the one hand, or *to* his mistakes on the other.

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### A MODEL RECITATION.

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A model recitation is one in which the pupil rises promptly when called upon, stands erect, begins the recitation at the beginning, proceeds according to a given plan, and closes when the conclusion is systematically reached. This for the pupil. It is for the teacher to assign the lesson so definitely that pupils may know just what is required of them, to call upon them rapidly, and to make his questions as few in number and as short as may be, only indicating what is to be the topic of recitation, without giving any clew whatever to the answer. The model teacher makes his pupils do most of the talking during recitations. He but seldom interrupts a pupil while reciting, his questions and suggestions usually coming at the close of the recitation. The plan suggested does not imply that a recitation is to be made in stereotyped phrases, or by the repetition of meaningless forms; but it does imply that it shall be conducted according to a logical plan, so that the pupil may know where to begin, how to proceed, and, above all, know when he has reached a conclusion. True, this course will take time in the beginning, but in the end it will save a hundred fold. Try it.

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### THE FIRST DAY OF AN INSTITUTE.

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County institutes have been one of the most powerful agents used in the elevation of our schools. The institutes improve the teachers and the teachers make the schools. The greatest fault that has been found with these institutes is that they are too short. As every one must appreciate the force of this criticism, how very important it is that all the time allotted should be used profitably. The practice, in some counties, of using most of the first day in which to *organize*, is a great blunder. All the organizing necessary can be done in fifteen minutes. The selection of a chairman (who is the superintendent by virtue of his office, unless he chooses to refer it to another), the choosing of a secretary and the appointment of necessary committees, is the work of but a few minutes. A strip of paper can be handed to each teacher with the request that he



write his name and address upon it and hand it to the secretary, and thus no time be lost in taking the enrollment. If the institute convenes at 10 o'clock, which is, perhaps, sufficiently early for the first morning, the regular work should begin, at farthest, by 10:30, and if the exercises are each thirty minutes, there is time for three before adjournment. There is no occasion for any interruption in the afternoon. As to the programme, that is the business of the superintendent. It is especially his business to have a programme prepared to begin with, and then if he wishes to call in advisers afterwards, all right; but the superintendent should never allow the arranging of the programme to pass entirely out of his hands. If he is not the most competent person to direct this matter—to select instructors and the subject to be treated, and to determine what the teachers most need, the commissioners have made a mistake in appointing him superintendent. The simple arrangement of the programme may be determined from day to day, but the main features of it should be fixed weeks before the institute begins. It is the business of the superintendent to select the instructors and to let them know just what will be required of them in time for them to make ample preparation. Extemporized work is never systematic or thorough, and it is an insult to teachers to ask them to listen to it. If they spend their time and money to attend the institute, they have a right to expect that the superintendent will furnish them the best instruction possible.

If the necessity of promptness is urged upon teachers, and they understand that the regular work of the institute will begin on the first morning, they will, as a rule, be on hand at the time appointed. When I hear that the first day, or the first half day, even, of an institute was a failure, I set it down at once that there is something radically wrong with the superintendent or the teachers, or with both. "He that hath ears to hear, let him hear."

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### THE CENTENNIAL AT PHILADELPHIA.

We are accustomed to say that our Government and its free institutions depend upon the virtue and intelligence of the people; yet how often education is treated as if it had no concern in public affairs.

The Centennial furnishes an occasion, it seems to us, for representing to the eye and the reason of the American citizen and spectators from other countries, the primary and fundamental relation of education to all the other interests of society; to governments and their perpetuity. This relation, so generally affirmed, but so thoughtlessly and dangerously disregarded, may be boldly and impressively illustrated at Philadelphia. The task is a difficult one in its very nature, and by reason of its vastness. How shall it be done? How shall the political axiom, "Popular governments depend upon the intelligence and virtue of the people," be

symbolized? If the teachers and friends of education will put their wits to work and apply their hands to the task, we can succeed.

We do hope that Indiana will do its full part in this Educational Department as well as in the departments that pertain exclusively to physical prosperity. City superintendents and college presidents should begin to cast about them with a determination to do their part. The place to begin for the centennial is at our

#### EXPOSITION.

In the State Superintendent's last report will be found plans and suggestions as to what can be exhibited and how preparation can be made in various subjects. Some specimens are already on exhibition at the State Superintendent's office for the benefit of those who may wish an illustration of how work may be prepared. Let us make the Educational Department at our State Exposition next fall, a credit to ourselves and the State, and thus we shall best prepare ourselves to make a creditable showing at Philadelphia a year hence.

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#### TIME TO HOLD INSTITUTES.

The best time to hold institutes is determined by several things, and will vary with localities. In counties in which most of the schools open early in September, it is best to hold the institutes in August; but, in other counties, where most of the schools begin later, the institutes should begin later. If the institute is held in July or August, and the schools do not open till October or November, there is necessarily a loss. Many of the teachers are at work and cannot take the time, at that season, others do not know that they will teach, or at least do not know where they will teach; and those who do attend will lose much of the good received before the time comes for their schools to open. If the institute is held after all the teachers have been employed, a fuller attendance is insured, a more lively interest is taken, and the good suggestions and ideas received are carried directly to the school work. We believe it is better to dismiss the schools and have the teachers all present, all knowing just what they want, just what difficulties they have to meet, and just what to take away, returning to their schools with all the enthusiasm that such gatherings inspire, rather than to hold the institute too early in the season.

Again: while it is desirable to have a part of the work, at least, done by home teachers, it is also well to have persons from abroad, if good, practical workers can be secured. This gives variety and teachers always like it. They can hear home teachers at other times. Mr. Smart, the State Superintendent, is intending to visit as many of these institutes as possible; the book agents, several of whom are excellent men in insti-

tutes, desire to reach as many as possible, but if most of the institutes are held the last week in August, it is evident that this foreign help, for the most part, must be dispensed with. We hope these suggestions will be duly considered.

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THE county superintendency law has been tested and decided constitutional. It was submitted at the general session of the Marion county Superior Court (three judges on the bench) and the decision was that, notwithstanding the defects in the title, the law would stand. The decision was reached on the ground of a late decision of the Supreme Court, which is to the effect that no defect in title can affect the constitutionality of a law so long as the *intent* of the law is clear. There seems to be no doubt as to what the law-makers intended in this case. There is an old adage which says, "Doctors will disagree;" this will apply with equal propriety to lawyers, for several prominent ones had given their opinion that this law could not stand if tested.

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THE PRONUNCIATION OF A VOWEL WHEN IT FORMS A SYLLABLE.—In the March number of the Journal we gave our view in regard to the pronunciation of syllables in oral spelling. We favored the pronunciation of each syllable when spelled, *without repetition*. We wish now to make one exception to this rule. Exception: When a syllable consists simply of a vowel, and that vowel has its name-sound, it should *not* be pronounced. In such a case the pronunciation is simply a repetition of the name, and sounds very badly while it secures no good end. To illustrate: Take the word aerial. If we pronounce the first two syllables we have, according to our model, this spelling: a a, e e, ri ri, al al, aerial; according to our exception we would say a, e, ri ri, al al, aerial, and the latter is certainly preferable. A syllable consisting of a short vowel should be pronounced as the name and pronunciation are different.

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THE commissioners of Lake county have appointed a lady as county superintendent. The case has been referred to the State Superintendent and he has turned it over to the Attorney General. We know nothing of the merits of this particular case, but, on general principles, we hope the action of the commissioners will be sustained. There is nothing in our school law forbidding a lady to hold this office, and we can see no good reason why the field should not be thrown open to all. Let merit alone decide the matter. Since the above was written the Attorney General has decided, on constitutional grounds, that a lady cannot hold the office.

**A DOUBLE DECISION.**—The Attorney General, by his decision that the new law required the city councils to elect entire new school boards, at their first meeting in June, and the reversal of that decision a few weeks later, advising the election of but *one* new member, is causing a great deal of trouble. Had he given either decision and stuck to it, it would have been generally received as law and no trouble would have arisen; but as it is, each city is following the decision that happens to suit the ideas of a majority of the council. At Logansport a suit has been brought and decided, in the lower court, in favor of the appointment of but one trustee; but this case will be appealed. As this is a case of general public interest, it is to be hoped that the Supreme Court will give it an early hearing.

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**NORMAL INSTITUTES.**—We are glad to note the large number of normal institutes to be held in July and August. They furnish teachers an excellent opportunity for reviewing their studies, and, at the same time, enable them to get new ideas as to methods and school government. We urge upon teachers the necessity of making use of every means afforded them for self-improvement. "As the teacher, so the school."

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**A TWO YEARS' COURSE OF STUDY FOR HIGH SCHOOLS.**—In the March Journal we stated that the School Board of Chicago had decided to adopt a two years' course for the high school, and expressed our belief that it was a step in the right direction. At a late meeting the Indianapolis School Board did the same thing, and adopted the following as the course to be pursued:

First year—Algebra, arithmetic reviewed, English language and composition, geography reviewed, general history, free-hand drawing, morals, elocution and music.

Second year—Plane geometry, commercial arithmetic, physical geography, natural philosophy, general history, book-keeping, mechanical drawing, zoology, lectures on commercial law.

In the reports from a large number of high schools, representing our largest cities and towns, published in the June number of the Journal, it will be seen that on an average less than fifty per cent. of those who enter the high school continue in it long enough to reach the third year. This, it seems to us, is a sufficient reason for preparing a course specially adapted to those who cannot complete the full four years' course.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MAY, 1875.

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- PHYSIOLOGY.**—1. How should a summer diet differ from a winter diet?  
2. Name and locate the different parts of the brain.  
3. Describe the arrangement for protecting the eye.  
4. Mention and explain some of the effects of breathing the air of an imperfectly ventilated room.  
5. What is the peculiar property of muscles, and how are they attached to the bones?

- GEOGRAPHY.**—1. Of what does Mathematical Geography treat?  
2. Define a lake, a gulf, an isthmus, a cape, and a continent.  
3. Through what States and Territories does the Missouri river pass?  
4. What States border on the Gulf of Mexico?  
5. In sailing from London to Rome, through what waters would you pass?  
6. Bound Texas and locate its capital.  
7. Name the countries that border on the Black Sea.  
8. Name and locate five capes of Africa.  
9. What physical causes combine to make Liverpool a more desirable port of entry for American vessels than London?  
10. What is the difference in climate between the British Isles and the countries lying in the same latitude in North America? Give reasons for your answer.

- U. S. HISTORY.**—1. When and by whom was the Continent of North America discovered?  
2. On what grounds did the Spanish justify their treatment of the Indians?  
3. What was the western boundary of the United States at the close of the Revolutionary war?  
4. Give a brief sketch of the history of Indiana.  
5. What were the leading events of Jackson's administration?  
6. What Presidents of the United States died in office?  
7. Describe some of the naval battles of the war of 1812, in which the Americans were victorious.

8. Name some of the most important battles of the war of the Rebellion.

9. Give a sketch of the origin of the present Constitution of the United States.

10. What was the attitude of the leading nations of Europe towards the United States during the Rebellion?

**THEORY AND PRACTICE.**—1. Why is it not best to threaten a definite punishment for an anticipated offence?

2. Why is a scolding and fretful manner on the part of the teacher fatal to good school government?

3. Do you regard it advisable to punish children by requiring them to learn extra lessons? Give reasons.

4. What means have you taken during the past year to improve yourself in your profession?

**ARITHMETIC.**—1. Suppose Chicago is directly north of Mobile, what is the difference of time between the places? Why?

2. If the interest, rate, and time are given, how will you find the principal? Illustrate the problem.

3. How long must \$280 be on interest at  $7\frac{1}{2}$  per cent., to amount to \$411.95?

4. Define and illustrate compound proportion.

5. If a pole  $6\frac{1}{2}$  feet high throws a shadow 9 feet 9 inches long, what will be the length of the shadow cast by a pole a rod high at the same hour?

6. A, B and C trade in company. A puts in \$300 for 5 months; B puts in \$400 for 8 months; C \$500 for 3 months. They gain \$100. What is each man's share of the gain?

7. Give the analysis (not the rule) of the division of  $\frac{7}{8}$  by  $\frac{3}{4}$ .

8. How much will  $19\frac{1}{2}$  bushels of fruit cost at the rate of \$4 7-10 for  $11\frac{1}{2}$  bushels?

9. Why does the multiplication of a proper fraction by a proper fraction give a product that is less than either of its factors? Illustrate the answer by an example.

10. If 18 yards one quarter of cloth cost \$36.50, what is the cost of one yard?

**GRAMMAR.**—Which of the following words are spelled incorrectly? State the rule violated in each case: Demuring, revileing, merryer, turkies, boilling.

2. Write sentences using the word "which" as a noun, an adjective and a relative pronoun. Designate.

3. Define parsing. Of what value is this exercise in the study of language?

4. Define comparison as applied to adjectives. Compare little, round, near, common, many.

5. Write all the active and passive participles of the verb see. Designate.

6. When do we use "shall," and when "will," in forming the future tense of verbs?

7. State resemblances and differences between adjectives and adverbs.

8. Name and define the different kinds of sentences and illustrate each.

9. Analyze—"Tell me with whom you associate, and I will tell you what you are."

10. Correct the following, and give reasons for correction: This book is your's. Brown's the surgeon's knife. She married my son's wife's brother. You think me mad, I who am only useless and idle.

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### PUBLIC LIBRARIES.

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EDITOR INDIANA SCHOOL JOURNAL:—I am glad that you have called attention to the statutes under which cities, other than Indianapolis, may establish public libraries. As your Journal is practical, you may desire to know how we, at Muncie, organized our library. For the sake of brevity, I submit a chronological statement of the steps taken:

1. May 30, 1874. Public meetings, at which 77 shares of stock were subscribed and officers elected.

2. June 1, 1874. Petition to City Council, asking subscription of stock and levy of taxes; referred to Committee on Education.

3. July 6, 1874. Ordinance for taking stock reported. Read first and second times, and referred to the Committee on Judiciary.

4. July 20, 1874. Ordinance passed by vote of 7 to 1, and a one mill tax levied.

5. January 9, 1875. Reading room opened.

6. June 1, 187. Library opened with over two thousand volumes.

The papers marked A, B and C, appended, may be of use to your readers.

Very truly yours,

HAMILTON S. McRAE.

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### A—SUBSCRIPTION PAPER.

The undersigned, inhabitants of the City of Muncie, Delaware county, hereby severally subscribe toward the establishment of a public library, in said city, the sums set opposite their respective names hereunder written, and severally promise to pay such respective sums, without relief from valuation laws, to such person or persons, at such time or times, and in such manner, as shall hereafter be directed by the Board of Directors of said Public Library, to be formed upon this subscription, as a basis.

The capital stock herein to be divided into shares, of two dollars each.  
MUNCIE, INDIANA, May 30, 1874.

## B—ORDINANCE.

An ordinance for subscribing stock, with certain restrictions, to the "Public Library of Muncie, Ind."

Section 1. Be it ordained by the Common Council of the City of Muncie, that said city subscribe fifteen hundred shares, of the value of two dollars each, to the stock of the association known as the "Public Library of Muncie, Indiana," organized within the limits of said city.

Sec. 2. No part of the shares of stock aforesaid, or any assessment thereon, shall be due to the aforesaid Public Library, until the Common Council shall think proper to levy and collect the necessary amount for the payment thereof.

Sec. 3. No indebtedness shall be incurred by said Public Library, except by the consent of the said Common Council, for which the said city shall be in any manner liable.

Sec. 4. This ordinance to take effect and be in force from and after its passage.

[The paper marked C, referred to above, gives the Rules and Regulations of the Library. We have not space to give them this month. Persons wishing to see them will doubtless be obliged by writing to Mr. McRae.—Ed.]

## NATIONAL EDUCATIONAL ASSOCIATION.

The fifteenth annual meeting of the National Educational Association will be held in Minneapolis, Minnesota, on Tuesday, Wednesday and Thursday, the 3d, 4th and 5th days of August, 1875.

The meetings of the General Association will be held on the mornings and evenings of each day. The several Sections will hold their meetings in the afternoons.

GENERAL SESSION.—Lectures, papers and discussions are expected from the following persons:

D. C. Gilman, President Johns Hopkins University, Baltimore, Md.; J. B. Angell, President University of Michigan; John Eaton, Jr., National Commissioner of Education, Washington, D. C.; Duane Doty, Superintendent Public Schools, Detroit, Michigan; A. P. Marble, Superintendent Public Schools, Worcester, Mass.; Leon Trousdale, State Superintendent Public Instruction, Nashville, Tenn.; W. F. Phelps, President State Normal School, Winona, Minn.; Dr. J. W. Hoyt, Madison, Wis.; Miss Grace C. Bibb, City Normal School, at St. Louis, Mo.; William W. Folwell, President State University, Minneapolis, Minn.; Lewis Felmeri, Professor of Pedagogics at the University of Klausenberg, Austria.

The subjects of Agricultural and Polytechnic Instruction, Country Schools, Health in the School Room, School Record Books, Course of



Study in High Schools and Colleges, German Pedagogy, Education in the Southern States, Centennial Anniversary, etc., will be discussed.

DEPARTMENT OF HIGHER EDUCATION.—1. *Relation of the State to Higher Education.* Professor W. Leroy Brown, University of Georgia, Athens, Georgia.

2. *The Military Sciences in Colleges and Universities.* Lieutenant A. D. Schenck, U. S. A. Iowa University, Iowa City, Iowa.

3. *The Relation and Duties of Educators to Crime.* Rev. J. B. Bittinger, D. D., Pennsylvania Prison Reform Association, Sewickly, Pa.

4. President D. C. Gilman is expected to speak on the proposed plan of the Johns Hopkins University at Baltimore.

OFFICERS OF THIS DEPARTMENT.—President—George P. Hays, President Washington and Jefferson College, Pa.; Vice President—President I. W. Andrews, of Marietta; Secretary—Prof. C. S. Venable, of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.—1. *Progress and Reform through Normal Schools.* Prof. G. P. Beard, State Normal School at Shippensburg, Pa.

2. *The Professional Training of Teachers.* Miss Delia A. Lathrop, City Normal School, at Cincinnati, Ohio.

3. *Relation of the Natural Sciences to the Profession of Teaching.* Report to be presented by a special committee appointed at Detroit, 1874, James Johonnot, chairman. State Normal School at Warrensburg, Mo.

4. *A Course of Professional Instruction.* Report by a special committee appointed at Detroit, 1874, Prof. C. F. R. Bellows, chairman; State Normal School at Ypsilanti, Mich.

Officers of this Department.—President, J. C. Greenough, State Normal School of Rhode Island; Vice President, Wm. A. Jones, Indiana; Secretary, C. F. R. Bellows, Michigan.

DEPARTMENT OF SUPERINTENDENCE.—Officers of this Department.—President, J. Ormond Wilson, Superintendent of Schools, Washington, D. C.; Vice President, A. Abernethy, Iowa; Secretary, R. W. Stephenson, Superintendent of Schools, Columbus, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOLS.—1. *Language Teaching, its Importance and its Methods.* H. F. Harrington, Superintendent Public Schools, New Bedford, Mass.

2. *What Shall we do with the Boys?* J. L. Pickard, Superintendent Public Schools, Chicago, Ill.

3. *"The Relation and Duties of the Teacher towards the Reforms of the Day."* Miss Frances E. Willard, late Dean of the Woman's College at Evanston.

Officers of this Department.—President, Prof. Alfred Kirk, Chicago, Ill.; Vice President, Miss Hattie Keeler, Cleveland; Secretary, Miss Lucy J. Maltby, of Missouri.

**ACCOMMODATIONS.**—*Private Hospitalities* will be furnished to all who desire them, and who give notice at the earliest possible moment to Prof. O. V. Towsley, Superintendent Public Schools, Minneapolis, Minn.

**Hotels.**—The following Hotels will accommodate members of the Association at reduced rates: First National Hotel, \$1.25 per day; Commercial Hotel, \$1.25 per day.

**TRANSIT FACILITIES.**—*Steamboats.*—1. The Keokuk Northern Line of Steamboats will return all members free, meals excepted, who pay full fare to St. Paul, meals included, on presentation of a certificate of membership signed by the Secretary of the Association, to the clerk of the steamer in St. Paul. This arrangement holds good for all points between St. Louis and St. Paul. Members should purchase excursion or round trip tickets to Minneapolis from St. Paul on the St. Paul & Pacific, or the Milwaukee and St. Paul R. R., price 50 cents.

2. The Merchants' Southern Packet Company will convey members of the Association from New Orleans to points on the Mississippi river to St. Louis, connecting with the Keokuk Northern Line at the same rates as mentioned in No. 1, or full fare coming north and half fare returning south, meals included.

**Railroads.**—The following railway arrangements have been perfected, which will interest Indiana teachers:

1. The Lake Shore & Michigan Southern Railway have regular excursion and round trip tickets at 20 per cent. below the regular fare.

2. The Chicago and St. Paul Railway (extending from Chicago and Milwaukee to St. Paul and Minneapolis) will return all delegates at one-fifth of the regular fare, on certificate of the Secretary of the Association, that they have attended the same, and paid full fare over that road in going thereto.

3. The Green Bay & Minnesota Railway (from Green Bay to Winona), connecting with boats on the Mississippi river, and with the river division of the Chicago, Milwaukee & St. Paul Railway, the same as No. 2, above.

4. Lake Superior and Mississippi will sell either round trip or one way tickets at two-third regular fare on certificate of the Secretary, as above.

5. Round trip excursion tickets from Chicago to Duluth and St. Paul and return, good from June 1st to October 1st, 1875, can be obtained of W. A. Thrall, G. T. A., 62 South Clark street, Chicago, Illinois, for \$35, choice of four different routes being given.

The Madison railroad will carry twenty or more persons from Indianapolis to East St. Louis and return for one fare, \$7.50.

The Peru road will carry to Chicago from Indianapolis and return for one fare.

**Officers of the General Association.**—Pres., Wm. T. Harris, St. Louis, Mo.; Secretary, William R. Abbott, Bellevue, Va.; Treasurer, A. P. Marble, Worcester, Massachusetts.

## ANOTHER SPELLING LESSON.

A tyrannical prosecutor in Missouri, who was authorized to disburse the federal finances, and who had charge of the military magazine, placed his credentials in a tureen and soldered the lid. This precaution accomplished, he deposited the sealed vessel among the powder barrels and absconded to Mesopotamia, where he attempted to disperse a crowd of Mussulmen by hideous shrieks. This procedure exasperated the Mohamedans, who were willing to suffer martyrdom, if necessary, in order to defend their religion against embarrassment or ridicule, and they conspired against the fugitive, planned his ruin, and had him beheaded beside the mosque.

Meanwhile the people in the vacated vicinity in America, whilst searching for the missing treasurer, published exaggerated accounts of the scandal, and incited the surrounding neighborhoods to insurrection. Authorities ceased to be respected, magistrates were everywhere suspiciously regarded, the supremacy of the law became a matter of doubt, and secession was threatened. Nothing, indeed, but the auspicious appearance of the prosecutor's ghost and a spiritualistic confession of sole responsibility for the guilt, which the officiating medium secured, satisfied the enraged populace and restored equanimity. But they are doing well now.

On the fourth Monday of May the superintendent made his second apportionment of the school fund for 1875. The amount distributed was \$1,168,858.99, leaving in the treasury \$4,978.08. The whole number of school children in the State is 664,602. The apportionment, *per capita*, is \$1.74. Vanderburg and Wabash counties lost \$100 each because their auditors failed to report in time. No reports had been received from the auditors of Decatur and Johnson counties. The superintendent of Wells county failed to send in his report of enumeration. These tardy officers should be looked after, as a county cannot afford to lose a \$100 of its school money without good cause shown.

## ENUMERATION of children of school age in Indiana, 1875:

White males.....	340,499
White Females.....	317,424
Total.....	657,928
Colored males.....	4,940
Colored females.....	4,848
Total.....	9,788
Grand total.....	667,711

**EXAMINATIONS FOR STATE CERTIFICATES.**—Teachers will not forget the time and places at which examinations will be held for State Certificates. Examinations will be held at 10 o'clock, A. M., at Fort Wayne, Lafayette, Richmond, Indianapolis, North Vernon and Vincennes. For further information see the March number of the Journal. The May and June Journals contain the questions submitted last year, and give persons expecting to be examined an idea as to the character of the examinations. For information not to be obtained from these sources, apply to the State Superintendent. We hope that large numbers of our superintendents and teachers will have sufficient professional pride to embrace this opportunity to secure for themselves State Certificates.

**NATIONAL ASSOCIATION.**—In another place we give a programme of the National Association to be held at Minneapolis the first week of August. As that is a delightful place to visit at that season, we presume that a large number of the Indiana teachers will wish to make the trip. It will be delightful to go to St. Louis and then up the river, or go to Chicago and then around by the lakes to Duluth; and especially if it can be arranged to go one way and return the other. Persons wishing to join this excursion may correspond with the editor of the Journal.

Indiana ought to be well represented.

ACCORDING to the reports on file in the office of the State Superintendent of Public Instruction, the school population (children between six and twenty-one years old) in the ten largest cities of the State is as follows: Indianapolis, 20,817; Evansville, 12,628; Fort Wayne, 8,620; Terre Haute, 6,598; New Albany, 6,633; Lafayette, 5,906; Madison, 3,926; Logansport, 3,626; Richmond, 3,308; Jeffersonville, 2,457.

THE Attorney General has just given an opinion to the effect that the law requiring the county commissioners to appoint county superintendents, on the first Monday in June, is directory and not mandatory. Hence, if the commissioners failed to make the appointment on said first Monday, they could make a legal appointment on a subsequent day.

THE recently completed Trans-Atlantic cable, extending from Rye Beach, New Hampshire, to Ireland, is the fifth one laid, and is considered, in some respects, superior to any of the preceding ones.

**SEYMOUR.**—The Seymour high school graduated four pupils at the commencement in May. John B. Blish had the highest standing. Since his graduation he has passed an examination at New Albany, and with five competitors he passed with the highest per cent. and received from Hon. M. C. Kerr an appointment for a cadetship at the United States Naval Academy. John is only in his fifteenth year, and received his education in the public school at Seymour.

The average daily attendance of the Seymour schools was 430, the past year, or 48 more than the attendance any previous year. John W. Caldwell is superintendent.

**SPENCER.**—W. B. Wilson, assisted by Mrs. C. W. Hunt, has just closed a very successful six weeks' normal institute at Spencer, Owen county. Fifty teachers were enrolled, and a good interest was sustained throughout the session. Mr. Wilson has done a great deal of good work in Owen county, in the last six years, and we are sorry that he could not afford to accept a reappointment as county superintendent.

**HUNTINGTON.**—Not long since we had the pleasure of looking through the Huntington schools, and were glad to have the many favorable reports that had reached us from various sources, confirmed. James Baldwin, the superintendent, is an efficient worker, and we are glad to know that he is to continue his work in Huntington another year.

**CRAWFORDSVILLE.**—A few days ago we visited each of the thirteen occupied rooms in Crawfordsville magnificent new school building. We have not visited a set of schools in the last year that were uniformly so good. Judging from the schools, superintendent Fullen deserves much credit for his efficient work.

**JEFFERSONVILLE.**—The School Board at Jeffersonville has taken a backward step in reducing the salary of the superintendent to so low a figure that the best men cannot afford to accept it. There is no economy so ill-advised as that which prompts the employment of *cheap* teachers for children.

**LIBERTY.**—Liberty is to have a new eight-room school building completed in time for schools next year. Superintendent Wood has been re-elected.

**GREENSBURG.**—We take the following from the annual report of the Greensburg schools: Total enrollment, 752; attendance, 568; per cent. on the average number belonging, 95; cases of tardiness, 133 for year; not tardy, 619; average cost on the number belonging, \$8.62½; average cost on enrollment, \$6.82½; number of pupils to each teacher, 54; per cent. of enrollment on enumeration, 71; per cent of attendance on enrollment, 75; superintendent recommends half-day schools.

**VANDERBURG COUNTY.**—The average length of the schools of this county outside of Evansville, this year, was seven months. Frank P. Conn has been reappointed county superintendent.

**YOHN & PORTER**, of the Indianapolis City Book Store, publish the most complete list of Sunday School requisites that we have yet seen.

THE orations of the Junior class of 1875, of Ascension Seminary have been published in a neat pamphlet, and are quite creditable productions.

THE Teachers' Hand Book, for the Institute and the Class Room, is the name of a book to be issued July 1, by Mr. T. Phelps of the Winona Normal School.

**THE STATE UNIVERSITY.**—All high schools in the State which are prepared to teach orthography, arithmetic, geography, English grammar, algebra (both elementary and higher), geometry four books, physiology, history of United States, Latin grammar, Latin reader, Latin prose composition, two books of Caesar and two books of Virgil, or their equivalents in Latin, and possess the other qualifications prescribed by the State Board of Education, are entitled to a commission to prepare students for the State University, and to grant certificates of proficiency in the above studies, which shall entitle the holder to admission to the Freshman class of the University, without further examination. This commission also authorizes the superintendent to examine any person who may apply, and to grant a certificate if the applicant is found thoroughly proficient in all the studies of the Preparatory Course. The trouble and expense of a journey to Bloomington may thereby be, in some cases, avoided.

**A STATE COUNTY SUPERINTENDENTS' CONVENTION.**—Sup't. Smart has decided to call a convention of county superintendents to meet in this city July 15. As the new law has crippled this office a great deal, it becomes doubly necessary that those filling it should use every opportunity to learn just how most good can be gotten out of it. Let every superintendent make an effort to be present.

**W. L. MATTHEWS** will hold a normal institute at Warsaw, commencing July 19, and continuing six weeks.

**W. STEELE EWING** will open the Miami County Normal Institute at Mexico, July 26. A per cent. is allowed on certificate to those who attend.

**A NORMAL INSTITUTE** will be held at Bloomington, under the care of D. Eckley Hunter, commencing July 12, and continuing four weeks. Mr. Hunter will be assisted by William Watkins, principal of Normal School, Dayton, Ohio, and George E. Foskett, Principal of Fifth Ward School, Louisville, Ky.

**A. J. DOUGLASS** and **S. J. HUNT** will conduct a six weeks' normal school at Columbia City, beginning July 12. The managers will leave nothing undone to make the school both pleasant and profitable to those who attend.

**PROF. W. T. CRAWFORD**, Prof. W. H. Cain and George W. Register, will hold a normal institute at Sullivan, Ind., commencing July 12, and continuing six weeks. Institutes in his county are always large and full of enthusiasm.

**VEVAY** high school graduated three young ladies and two young gentlemen at its last commencement.

The public schools of Vevay continued in session 8½ months, with 533 pupils enrolled during the year, average daily attendance of 818, and 90 per cent. attendance of the number belonging.

**BEDFORD PUBLIC SCHOOL.**—I had the pleasure of attending the Exposition and Commencement Exercises of the Bedford public schools, and was much surprised to find them in so advanced a state, considering the comparatively short time since their organization. The Exposition took place in the town hall, the walls of which were completely covered with the school work of the children. Each pupil had a complete analysis of every subject studied. The map drawing was very good. The slate work showed well for the little folks. The 800 specimens of flowers which the botany class, of twelve pupils, had collected, pressed, placed on paper, classified and marked, covered one side of the hall and testified to the industry of teacher and pupils. Seventeen cases, containing about 4,000 geological specimens representing all the formations, were neatly arranged in the central parts of the hall. Most of these were collected by the pupils or obtained by exchange with friends in other parts of the country. The exhibition of pencil drawings was very fine. Some of the samples would have graced an art gallery. It included, besides landscape and prospects, several excellent portraits of prominent citizens of the town. There were five graduates, and their orations were well prepared and well delivered. J. H. Madden is superintendent of the school. Mrs. Madden is principal of the high school and teacher of drawing. The citizens of Bedford are justly proud of their school. VISITOR.

THE Wisconsin State Teachers' Association will meet at Eau Claire the last week in August. This will accommodate those who may wish to attend both this and the national, which meets the week following.

THE Peru high school girls graduate this year in calico dresses.

ELKHART high school graduated four young ladies at its last commencement.

R. I. HAMILTON, in connection with F. U. Study, sup't. Anderson schools, will conduct a normal school of five weeks, beginning July 19.

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## PERSONAL.

Rev. T. C. SMITH, of Hagerstown, late superintendent of Wayne co., has been elected President of Union Christian College at Merom, Ind. Mr. Smith is a graduate of this institution; and enjoys the reputation of being one of the best scholars that ever left its walls. He is a ready speaker, and his friends feel confident he will fill his new and responsible position with credit to himself and profit to his *Alma mater*.

THOMAS HOLMES, D. D., has resigned the presidency of W. C. College, and expects to leave the State. We regret that Indiana must lose, in him, one who has for years been recognized as one of its leading educators. He leaves behind him many warm friends who will wish him happiness and success wherever he may be.

ALFRED KUMMER has been re-elected superintendent of Mt. Vernon schools at a salary of \$1,500.

MRS. C. W. HUNT has been elected superintendent of the Spencer schools. We are always glad to see women worthily promoted to positions of responsibility and honor. It is to be regretted, in this case, that the School Board pays Mrs. Hunt only half what her services are worth.

THE new law having reduced the pay of county superintendent to so small a sum that A. C. Goodwin of Clark county, could not accept a re-appointment, the leading teachers and citizens of the county have deluged him with hearty indorsements of work done and of good will in the future.

PROF. HODGE, of the Warsaw schools, has left the profession and embarked as an editor. He has purchased a half interest in the Northern Indianian, one of the best local papers in the State. He was a successful superintendent, and we wish him success in his new enterprise.

A. J. JOHNSON is President of the Presbyterian Female College at Greencastle. For years Mr. Johnson has been a successful teacher.

BENJAMIN C. BURT, of Terre Haute, takes the first honors of his class, numbering 100, at Michigan University.

W. T. HARRIS delivers the address before the graduating class of the Cincinnati Training School, July 21.

J. M. WRIGHT is principal of the seminary situated at Oaktown, Boone county, Indiana.

A. B. LINE is county superintendent of Franklin county.

## BOOK-TABLE.

GRADED-SCHOOL READERS AND PRIMARY SPELLER, by T. W. Harvey, A. M. Cincinnati and New York: Wilson, Hinkle & Co.

After more than an ordinary examination of the above series of books, we lay them aside with a feeling of satisfaction. We have been more than pleased with them.

The Speller is a *primary* one, as stated, and we cannot see how it could easily be improved upon, in its main features. The selection of words we have seldom if ever seen equalled. They are the words in every day use, and the ones likely to be misspelled. The script lessons are what every good teacher will commend. The finishing stroke of the *b*, *v* and *w* is bad for children, as they will have some trouble to distinguish the *b* from *le*, the *v* from *re*, and the *w* from *ne*.

Mr. W. D. Henkle, who is really the author of this book, deserves



credit for putting into it much *common sense*—a vast deal more than he put into his own Test Speller.

The First Reader, which is always the most difficult book of a series to prepare, is not an eminent success. It is as good as the average of first readers, but this is not high praise. The fault lies in the expression. In attempting to make it child-like, it becomes affected. You read the different statements, and while you cannot tell just what is wrong about them, you feel all the while that that is not the way in which a child would say it. We do not see the point in those *hodge podge* lessons, scattered through the book. Take lesson 48, for example: it consists of nine sentences and treats of eight different subjects—only two of the sentences relating to any one thing.

The Second Reader is a series of gems from the beginning to the end. We read it through in course, and did not find a selection that did not seem to us well adapted to its place and the end designed.

We were well pleased with the Third Reader; also the Fourth, and especially the Fifth. The Fifth completes the series, and it possesses two essential qualities so rarely found combined in books of this grade. The literature is of a high order, and yet the subject-matter is within the comprehension of those for whom the book is intended, and is of such a character as will claim their attention and enlist their sympathy.

Taking the series as a whole, we must say that the selections are very fine, giving great variety, and are well adapted to the grade on which they are placed. The sentiment running all through, from the lowest to the highest, is highly moral and thoroughly christian, and yet we have not been able to find a single selection that could be construed by the most fastidious as being either sectarian or partizan.

The pictures have all been made for the very lessons they illustrate, and are, in the main, excellent. More than twenty different leading artists assisted in the work. The books are gotten up in good style, and the binding is such as Witson, Hinkle & Co. always do.

**ELEMENTS OF GEOMETRY**, by Charles Venable. New York: University Publishing Company.

The new and commendable features of this book are the addition, to each book, of exercises which cause the pupil to apply the principles he has learned. Hints to solutions which seem to cause the pupil to become interested in the analysis of solutions. A number of numerical problems which will help to fix in the mind of the pupil the principles of the theorems upon which these arithmetical applications depend.

The example of Brewster is followed by placing Proportion as introductory. The mechanical execution of the book is excellent. The type and figures are very distinct.

**COLTON'S NEW INTRODUCTORY GEOGRAPHY**. New York: Sheldon & Co.

This little book, intended for beginners, is well gotten up, the type good, maps accurate, distinctly lettered, outline bold and clear, and di-

vested of unnecessary details. The description of the countries is good, stating the prominent physical features of each. This is kept distinct from the map exercises.

2. The map questions are arranged on the same or pages opposite the maps, thus making it more convenient for the pupil in preparing a lesson. These, and other features, make this little book desirable for young pupils.

SANPSON'S "Examination Record," published by Bostwick & Co., Columbus, Ohio, will prove a valuable book to teachers who desire to keep the results of examinations.

"BATTLES OF THE AMERICAN REVOLUTION," is the name of a book now being prepared by General Carrington, of Wabash College.

Just published: A new mode of illustrating Elocution, Prof. T. Harrison, of Shelbyville.

## LOCAL.

JOHN C. RIDGE, Cincinnati, Ohio, Professor of Elocution, desires to make engagements to do institute work in his specialty of Elocution and Reading. More than a dozen years' experience in city and country schools enables him to adapt his work to the wants of the teachers. He gives special attention to methods of teaching in primary grades, and to the manner of teaching reading rather than to theatrical display. He refers to Robert Kidd, the Elocutionist, E. E. White, Thos. W. Harvey, John Hancock and W. A. Bell. 5-8t

MISS M. HAWORTH'S system of Penmanship is steadily gaining ground and has been lately introduced to some of our best schools. That double ruling is an injury to pupils in the end, is certain. Children need to be taught to write in school just as they will have to write when they leave school. This is the crowning feature in Miss Haworth's system.

TERRE HAUTE, IND., June 14, 1875.

J. M. OLLCOTT:

DEAR SIR:—I have read the copy of Nordhoff's Politics for Young Americans. I feel that it is a wholesome book for the boys and girls of our public schools to study.

WM. A. JONES,

Pres't. Ind. State Normal School.

**\$5 to \$20**

Per Day at home. Terms free. Address G. STINSON & CO.,  
Portland, Maine. 2-17

## TABLE OF CONTENTS.

	PAGE.
Illustrative Teaching.....	301
Is man an Automaton.....	308
Institutes.....	312
On Teaching Definitions.....	313
Reform in English Orthography.....	314
The New Scriptures according to Tyndall et al.....	317
Beauty in the School Room:.....	419
That Divisor Question.....	321
A new Pronoun.....	333
<b>OFFICIAL—</b>	
Opinion of Attorney General in reference to school property in townships adjoining towns, and subsequently incorporated in said towns.....	324
<b>EDITORIAL—</b>	
Oratory vs. The Press.....	326
Mr. and Miss, as applied to children.....	327
Snapping Fingers.....	328
A model recitation—The first day of an Institute.....	329
The Centennial at Philadelphia.....	330
Time to hold Institutes—County Superintendency Law—Pronunciation of a vowel when it forms a syllable—Commissioners of Lake county.....	232
A double decision—Normal Institutes—A two years' course of study for high schools.....	333
<b>MISCELLANY—</b>	
Questions for the examination of teachers.....	334
Public Libraries.....	336
National Educational Association.....	337
Another Spelling Lesson—Apportionment of school fund for 1875.....	340
Examinations for State Certificates—National Association—Seymour.....	341
Spencer, Huntington, Crawfordsville, Jeffersonville, Liberty.....	342
Greensburg—Vanderburg county—The State University—The County Superintendents' Convention—Normal Institutes.....	343
Bedford public schools.....	344
Personal.....	344
Book-table.....	345
Local.....	347

# INDIANA SCHOOL JOURNAL


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No. 8.

## ON THE EDUCATION OF DEAF MUTES.

 J. O. STILLSON, A. B. M. D.\*

 WHILE visiting the hospitals and public institutions of charity in New York City, we recently had occasion to observe the improved method of instruction of Deaf Mutes. Although our visits to the institution were made principally for the purpose of investigating deaf muteism in its relation to deformities or disease of the hearing apparatus, or of the vocal organs, still, in former years, having been much engaged in teaching, we observed several interesting facts, connected with the latter profession, which may be of some use to the readers of the Journal and the teachers of the State.

Almost every State in our Union has its one or more asylums for the deaf and dumb, which are, more properly speaking, homes for these unfortunate beings. Many of them also have systems of instruction by which they give their inmates a certain degree of education in the useful arts as well as a knowledge of written language. It is, however, only recently that encouraging degrees of success have been met with in attempting to educate the congenital mute in the art of spoken language. The organs of voice, like a musical instrument, are designed to produce a certain number of sounds, varying in pitch, volume and inten-

\* Prof. Physiology, Anatomy and Hygiene, Bedford M. and F. College, Bedford, Ind.

sity. It is through the intelligent use of these sounds, singly or combined, that thoughts are communicated, forming what we call spoken language. The ear, being the source by which sounds are conveyed to the brain, becomes the guide or ruler of speech, by presiding as it does, over the organ of voice. It is not strange, then, that acquired deafness, especially in the young, should be followed by gradual loss of speech. On the other hand, we also see how it is that those who have been able to speak prior to becoming deaf should continue to speak, not from their ability to distinguish sounds, but by a mere matter of memory of the impressions made in and about the vocal organs, upon the nerves of common sensation or feeling; this latter sense gradually becoming developed in acuteness, until it attains an astounding degree of perfection. But in young children, who have never spoken, who have been born deaf, or who have lost their hearing from sickness in early life, there can be no appreciation or even conception of sound other than the mere mechanical vibrations of the atmosphere, which are detected by the sense of touch or common sensation in these persons. For instance, sometimes a deaf mute will give evidence that he knows it thunders, and if he has been educated sufficiently to inform you of the fact, he will say that he *felt* it. Indeed, so highly does this sense become developed, that they can feel, so to speak, the ringing of a bell in an adjoining room when the atmosphere is otherwise in a state of rest. But they have no idea of pitch or volume of sound; and it is doubtful whether they can distinguish sounds by their intensity. When we realize the existence of these facts, we see how great becomes the task of giving to these unfortunate beings the power of speech—that inestimable boon and privilege of man—which a cruel fate has denied them. Although the hope might at first seem almost vain, in view of such difficulties, it has been realized, by the improved system, to such an extent that deaf mutes have been “taught to speak *viva voce*; moreover, they learn to understand what is spoken to *them* by reading from the speaker’s lips; and they even succeed in acquiring a good school education on the basis of *spoken language*.”

Some of the more sanguine advocates of the different systems (for there are several systems at present under trial in the prominent institutions for the deaf mute in this country) claim to be able to teach modulation of the voice, so as to enable the mute

to speak with elocution and effect. But, for the reason that where no idea of sound exists, there can be no proper understanding of pitch or modulation of voice, and that the only means of acquiring a language will be through sight and touch, we are led to believe that this degree of success is not attainable, modulation and alterations in pitch of voice being effected not by the action of the tongue, lips and teeth, but through variations in the *larynx* and *glottis*; namely, by the contraction and relaxation of the vocal chords, as is seen in stringed instruments. Mr. Greenberger, of the New York institution, very sensibly remarks:

"Admitting that nature has been very neglectful to the poor deaf mute, and that she has turned him out into the world in a very incomplete and unfortunate condition, he is, after all, a human being, and, as such, can he be inferior in this matter to the brute creation? By no means. After our pupils learn to articulate (the instruction by means of visible speech, dealing with articulation pure and simple), they do not need special instruction in the art of employing the principles of natural inflection, as those of interrogative, assertive, positive and negative expressions; they utter these inflections as nature suggests them, and, therefore, not only with proper but with as good effect as those scholars who are taught to stop at every word in a sentence to consider whether the rule requires a rising or a falling inflection. Such rules only perplex the deaf mute and render him liable to make the mistake of telling somebody that he is angry in a tone that the system of 'elocutionary notation' adapts to an emotion of—love, for instance. It is natural for them as it is for the brute or forbearing man, that their voices should thunder in *anger*, soften in *sorrow*, tremble in *fear*, and melt in *love*; hence, after all, they will but act in accordance with their natural feelings and emotions."

The main object in these institutions, therefore, is to teach elocution, in so far as it is dependent upon good articulation, giving the pupils a knowledge of the actions of the lips, tongue, teeth and palate, in the formation of words. The sounds are at first quite rude and almost ape-like, but by the constant exercise of the attention of the mute, he is soon taught to systematize his grunts, so to speak; thus *m* and *n* are to him the arbitrary characters for two low suppressed moans, which he distinguishes from each other by the slight change made by the lips and tongue of

the speaker; while at the same time, placing his fingers upon the throat of the teacher, he detects a difference in the sound vibrations for each of the two characters, which he then tries to imitate. Having learned to make these sounds, he is taught to write on the blackboard, the letters corresponding to each. Wherever he meets the letters *m* and *n*, he immediately recognizes their meaning and gives to them the sounds described. The letters *b* and *d* are in the same manner learned and pronounced as pure mutes, without opening the mouth. The letters *p* and *t* are given the explosive sounds, the first by a sudden separation of the lips, and the last by the action of the tongue, familiar to all flute players, called tongueing. The letter *h* is to him a pure *aspirate*, while *l* is made with open mouth, the tongue executing the *liquid* character of the letter. He executes *c* by closing the teeth and breathing against the back of the hand, so as to feel his breath: *th* in the same way, with the tongue slightly protruded between the teeth. The diphthongs are next learned, and then he is prepared to execute words. The teacher points to the characters in the table, when he desires to construct a vowel, and the class execute the sounds as fast as he indicates. Thus the word *boot* is made up of three parts, the mute labial *b*, the diphthong *oo*, and the explosive *t*. This the pupil pronounces, then writes it upon the board, and then with his arms executes the manoeuvre of putting on a boot, in order to show you that he understands the meaning of the word. The word *cow*, is in the same manner spelled *vocally* with *k* and the diphthong *ou*; with this sound he associates the *written* word *cow*, properly spelled, and places his thumbs over his ears to show you that most cows have horns.

Thus it is, that by slow and patient labor, rude grunts are constructed into syllables, and words, and finally sentences. Having once secured the foundation of a language, his progress is sure and rapid. Object teaching constitutes the principal feature of the next grade, and is, like all the other means, associated with lip reading, until in the higher classes we find them able to carry on, quite successfully, an ordinary conversation, reading from the speaker's lips and talking in return. One great source of satisfaction in this system is, that they learn the *written* language at the same time and with the same progress

that they do the spoken. We were astonished at the proficiency exhibited by the least of them, in the matter of penmanship. Some of them, not over seven or eight years of age, could form good letters and spell even more correctly than ordinary children of the same age. Each class seemed to imitate the penmanship of the teacher, and such close critics are they that an uncrossed t, or an undotted i, a comma or a period omitted, never escapes detection.

There are two classes of pupils: those who are born deaf, and those whose deafness was acquired. Of the latter class the deafness was either partial or complete. We were informed that quite a material difference existed in the rate of progress made by the different classes of pupils. Congenital deaf mutes, or those who had lost their hearing completely before learning to speak, invariably made the more rapid progress; while those who had learned to speak a few words before becoming deaf, or those who still could occasionally detect sounds by the ear, were slower in progress. This is to be explained only upon the principle that where one sense is completely lost, the other senses become more highly cultivated, more acute, and develop sometimes to an astonishing degree of perfection, while as long as the traces of an impaired or imperfect sense remain, the mind will depend more or less upon its action, to the detriment or check in the development of the others. These perfectly deaf pupils, who had never known a sound, spelled with greater accuracy than the others, thus proving conclusively that the eye is fully as valuable as the ear in orthography, if not more so. How often do we hear the remark, that some of the experts at spelling matches cannot write a letter without misspelling a great many words! And how common it is for those who, in writing, never make such mistakes, to fail ingloriously when asked to spell a word orally! The proof is conclusive, that the heroes of our spelling schools are oftentimes mere parrots, who spell by rote, depending more or less upon the ear, while the correct letter writer knows instinctively, as soon as he has written a word, that it is spelled wrong, because it has an awkward shape. Hence we say, that the use of the slate in the spelling class is deservedly becoming more popular every day, because it cultivates and brings out more completely the mental powers by educating the hand, the eye, and the judgment of the



pupil, while at the same time, instead of detracting from the cultivation of the ear, it merely subjects this sense and prevents its usurpation of that authority which should be divided between the other two senses, sight and touch, or rather sight and the so-called muscular sense.

NEW YORK CITY, June 12, 1872.

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## PRIMARY INSTRUCTION IN DRAWING.

ELI F. BROWN.

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**I**N DRAWING, the primary instruction is quite similar for all classes, no matter what the age or the advancement of pupils in other branches may be. Little children and grown up boys and girls might be classed together in receiving such instruction; the former doubtless would be inferior to the latter in judgment and understanding, yet their senses would be as acute, and their possibilities for acquiring accuracy of observation and dexterity of movement would be equal to those of their older classmates. It would be better that pupils be nicely graded in drawing classes.

It is not in the scope of this article to discuss the propriety of, or necessity for, teaching drawing in public schools. The article is written for those teachers who so far realize the importance of drawing as a branch of study, that they are inquiring as to the best means by which to introduce it into their schools. It is the aim simply to suggest to such teachers some of the essential features of a method from which suggestions the teacher may develop his own plan, which shall be adapted to the peculiar circumstances of his own ability, the character of his school, and the end which he has in view in giving such instruction. The suggestions here stated are necessarily *general*. No method can be given which, in particular detail, would suit even a few cases. The teacher must inform himself concerning the true nature of his subject in itself, and the relations which exist between it and his school, then out of his own good sense form his plan of instruction; his success will be determined by the fitness of his theory and his ability to realize it in practice.

The teacher needs to study the subject until he is able to define it, to limit it as to its purposes, and to understand something of the ways and means by which to realize in his school the good that may come from its pursuit. This individual preparation is primarily important, for without a reasonable comprehension of the nature of drawing he is unfit to begin to give elementary instruction in it. Teachers, in general, are not familiar with drawing, and while many of them are beginning to realize the necessity of giving it a place in their schools, they feel with equal force their incompetency to perform the needed work. This feeling of unfitness is an unfortunate yet not an insurmountable barrier to the resolute teacher. As a preparation, it would be well for the teacher to examine the subject as presented in the works of one or several of the authors—Smith, Krüsi, Warren, Bartholomew, Wilson, or any others who have thought carefully upon the subject. It would be better, after having made this investigation, to determine as nearly as possible upon a plan of work suited to the particular class over which the teacher has charge, and then make the drawings, from the simplest elements to the most complex figures anticipated in the plan. By this means the teacher would become somewhat expert, and would ascertain the excellency of his method, or would learn its errors and deficiencies. It would be best if the teacher could master the subject in some school of art or design. This best of all, however, is next to impossible for those who are the teachers of to-day. Every teacher, by creditable effort, may fit himself reasonably well for giving elementary instruction. He should prepare himself for the work by study and practice. The ease and familiarity with which he can treat his subject must affect greatly the interest with which both he and his class enter into and persevere with the study and work.

The end for which the instruction is given should be understood. To draw is to represent the form of some object by a figure composed of lines and shade made upon some surface. It may be a copy from drawing, or it may be the picture of a sensible object, or it may be an expression of form from memory or the imagination. In any case a drawing represents upon a surface the outline of something. To make a drawing it is necessary that the pupil shall observe accurately the location of points, the direction of lines, the relative size and proportion of parts in

the object—these he must know. It is needful that he shall understand the means by which this knowledge may be represented in picture form, and that he shall possess the manual skill by which to execute the work. His eye, his understanding, and his hand must work in unison. But no matter how excellent and elaborate the picture may be, the picture is not the *end* of the instruction. While this product of his effort may serve to satisfy the pupil, and afford the teacher some means to judge the progress and proficiency of his pupil, the great end is the art growth of the student, his increased ability to see, to conceive of, and to represent—the development of his understanding united with dexterity in expression through the language of form. While instruction in drawing has its uses which are of great value in directly preparing the pupil for some occupation as a skilled laborer, its object with respect to mind should be ‘to develop accurate observation, distinct conceptions of objects of attention, fidelity of representation, growth in truthfulness of spirit.’

All the children in a school may be taught to draw. There is no reason why any should be excused from such instruction. The smallest children, whose idle minutes and unsatisfactory efforts in printing and writing discourage the teacher, would profit much by lessons in drawing. These lessons would teach them the elementary forms of letters, and afford them greater freedom of movement, and give them more interesting copies. Children generally like to draw, and when the lesson is within their understanding and ability, they may be led to spend much pleasant and profitable effort in its mastery.

The lessons given to primary classes must be simple. They must be confined to the making of lines,—straight or crooked,—to divisions of lines, to judging of lengths, to location of points, to combinations of lines into easy outline figures which may be described, after which they may form the more complex figures embracing a great number of attractive and instructive forms. An important part of primary lessons is the naming of lines as to kinds and their relations to one another, the naming of elementary geometrical forms, the judging of sizes, etc. The pupil must associate objects and their names and be exercised upon use of terms until he can readily interpret simple dictation, or describe lines and simple figures when he sees them. This feature

of the work, while important, should not be carried to an extreme. A class must understand the significance of such terms as, straight, oblique, center, to the right of, etc. This will prove to be useful work in drawing, observation, memory, and language. When the class shall have gained some readiness in the use of terms, the teacher may give lessons alternately in copy, in dictation, or in memory drawing, by which means a pleasant variation in exercises will be secured. Nothing beyond purely outline drawing should be attempted.

In a graded school no division of classes will be necessary. Any number of pupils of the same grade may work profitably upon the same lesson. In a mixed school as few divisions should be made as possible. All the lower classes may be put together in drawing.

The time that should be given to drawing is an indefinite quantity, governed by the press of other studies, the advancement of the class, and the object of the instruction. There should be certain minutes, however, for instruction. These times should be fixed in the regular programme and be as sacredly observed and as conscientiously prepared for by both teacher and class as are the opening exercises in the morning, or the recitation in arithmetic. Lessons should be short and sparkling, giving the little ones no time to get tired, and no chance to go to sleep. The teacher will need to *prepare* for these exercises. These lessons should not be less than ten or fifteen minutes, and should not exceed twenty-five or thirty minutes in length. A class should receive at least two lessons per week, and need not have over five. Time may be given each day, in or out of school, for practice.

The materials needed are slates and soft slate pencils for the beginners and small children, and unruled unglazed paper and number three lead pencils for those who have acquired some skill. Sponges and rubbers should be used sparingly; it is better that an error go uncorrected than that the pupil fix the habit of frequent erasure. Materials should receive the strictest care. Slates and paper should be clean, pencils should be long and sharp. Drawings upon paper should be carefully preserved. Everything done in drawing should tend to fix the habits of order and neatness.

For copies the teacher should use any graded system of books

that he thinks suited to his class, or what would be far better, he should prepare to put the copies nicely on the blackboard before his class, either at the time of the lesson or in some hour out of school. Any good manual of drawing will suggest excellent methods for this part of the work.

The position required in drawing is that of ease and healthfulness. The proper position for writing will suit well for drawing. The pupil should be allowed reasonable liberty in moving himself and his material.

Teachers are liable to err by passing beyond the understanding of their classes, by expecting too much of their pupils, by being too critical and not sufficiently commendatory of best efforts, by failing to provide variety in work, by looking too much for fine pictures rather than for improvement in the children, by failing to persist in their own interests and efforts. Such errors should not be permitted to reflect upon drawing as a subject, nor upon the abilities of the class.

It is but a beginning that primary classes can make, just as they are beginning in language or anything else. They may draw poorly—may scarcely draw at all. Let their feeble efforts in this respect receive the kind encouragement due to them. The effort thus made, although the result be considered poor, may teach the child much that it could not otherwise learn so well.

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## THE STUDY OF HISTORY AS A MEANS OF MENTAL CULTURE.



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JAMES FRENCH.

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(*Value of one Method of Study over another.*)

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**A**LTHOUGH the mind of man is a unit, yet it manifests its activity in many different ways; hence we regard it as possessing different powers or faculties.

Now, in the study of any particular branch of knowledge, we find that it is especially adapted to the culture of some power or powers of the mind.

In the study of Geography, for example, the imagination is necessarily active. This is so from the fact that the greater part of the work done consists in forming conceptions of objects we have never seen; as, in studying the continent of Europe we form in our minds a clear conception of this continent and of all the countries composing it, although we may never have seen it.

But when we are pursuing any course of study for the purpose of culture, we should endeavor to do it in such a way as to cultivate, so far as possible, every faculty of the mind. Especially is this so in the study of history; for the extent to which it serves as a means of mental culture depends, very largely, on the manner in which it is pursued.

While we could scarcely find any two persons who would study or teach history precisely alike, yet all the different ways of studying and teaching the subject may be included in *two* general methods.

The first method is much simpler and less comprehensive than the second. *It* has to do with the mere surface of history.

The second goes below the surface and deals with principles and relations.

By the first the study of history is pursued in its very simplest form, i. e., the acquisition of facts and dates—a *when* and a *where*, but no *why*. There is no investigation; no searching for and statement of causes; no comparison and contrast. It is simply a study of the subject under the relation of time and space, the greater part of the work consisting in memorizing facts and dates.

By this process the memory is greatly exercised, but the culture which the reflective faculty might receive through the study of the subject under the relation of whole and part, cause and effect, comparison and contrast, etc., is wholly lost. Thus, while by such a method of study some powers of the mind are vigorously exercised, others, equally as important, are scarcely called into action at all.

There is nothing inspiring about such a study of history. It does not arouse the whole mind and cause it to guide and control itself. It tends rather to make a mere machine of it, working by a kind of mechanical process and to little effect.

It is a study of the subject without a well defined plan; and, since all development is but the realization or unfolding of a

plan, the mind can be but poorly developed from such study. Hence, it is evident that this is not the proper method to pursue in the study of history.

But when we take up the study of history according to a well developed plan; when we begin with a proper understanding of why we study, we shall find that it involves far more than does the method I have just discussed.

History should be studied as a great mirror of the past into which we may look and, understanding the events of past time, be enabled to comprehend the events now transpiring. But before we can understand the events of any time, we must not only know the *when* and the *where* of them, but also the *why*.

In the prosecution of any work, the object had in view will determine the method or plan for securing that object. To understand history we must study it under the relations of whole and part, cause and effect, comparison and contrast, as well as that of time and space.

This plan of study constitutes the second method. This involves the study of the event,

First, under the relation of time and space, which will give its time and space relations—the *when* and the *where* of it.

Secondly, under the relation of whole and part; considering it as a whole to proceed to find the parts. We can only know the whole when we know the parts in their relation to each other and to the whole.

Thirdly, under the relation of cause and effect; looking at it, first, as a cause to determine what are the effects; secondly, considering it as the effect of some cause or causes, to determine what those causes were. This we may do with the whole and with all the parts which make up the whole.

Fourthly, it involves the study of the event under the relation of comparison and contrast; comparing and contrasting it as a whole with other wholes, and also its parts with each other.

It also requires that we study the geography of the country in which the event occurred, and endeavor to form a clear mental picture of it. This we must do because the character of the event is largely determined by the physical features of the country in which it transpired. Example: Burgoyne's invasion from the north, 1777.

Now, noticing the mind in such a course of study as I have

just outlined, we find that studying the event under the relation of time and space, and in the endeavor to form a mental picture of the country in which it occurred, the memory and imagination are actively exercised. Hence, if we were to pursue this second method of study to this point only, we should gain more mental discipline than from the first method.

But when we study history under the relations of whole and part, cause and effect, comparison and contrast, etc., the reproductive power is no longer more active than other powers of the mind. We have gone beyond this and the reflective or reasoning power—the highest and most important with which the mind of man is endowed—has been called into activity.

When this faculty of the mind becomes actively engaged; if the individual reasons understandingly; if he truly sees the object of his study in all of its relations, he will no longer be limited to facts and dates—mere forms of words—but he will feel the very spirit of the event which he studies. When he has thus studied the event and knows it completely in all of its relations, he is just as sure to interpret it correctly as if he had lived in the age and at the place at which it occurred.

When the individual studies history thus, his sensibilities will be awakened and all the powers of his mind will work together in harmonious action under the guidance of a well defined method.

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## THE TEACHER MUST STEADILY AND CONSTANTLY IMPROVE.

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**T**HERE is no temptation so great to the hard working teacher as to remain on the very spot where he has earned his certificate. That attests his ability to instruct. He has toiled to obtain it, and now holds it as a key to a position. His efforts have been not for the knowledge, the strength, the enlarged views, but for the certificate that he is qualified for an instructor. There is many a man who looks back to a day when he was admitted as a member of our noble profession, and grounds his fitness wholly upon the successful examination he then passed.



It is not to press any more labor on these tried shoulders that we beg to say a few earnest words against contentment with past achievements. It is for encouragement and relief. It is to show you that if burdens may not be made lighter, you may be made stronger and more able to bear them.

The ignorant man cannot possess self-respect. He may cover his defects by one pretense or another; he may conceal them from his classes very easily; he may require more tact to hide them from his associates; but they become at last powerful reasons that will impel him to seek other employment. The daily tasks of the school room are of an irksome nature. There is a constant demand for patience, "that divinest quality," and he who would walk among the perplexities and reiterations of the school room without growing narrow and soured, must daily find in the works of genius that halo which renders common things in its light transparently beautiful. There is an artificial constraint in the school room; from that the teacher must purge himself by conversing with minds that ever treat him with dignity and respect. He will be able, be communing with the best thoughts, to stand on his platform every day, a stronger and a better man.

There should be a steady attempt to be something better than teachers, even true men and women. Like all monotonous occupations, there is a tendency to deterioration in teaching. The wearisomeness of school-room work gradually undermines even a noble nature. Against this, early and constant opposition must be made. The entire life must not be spent on things already known; there must be a pressing on to things that are before. It is the possession of ideas above and beyond the work done that makes a great soul. Men in the drudgery of camps, of counting rooms, of courts, and of the pulpit, too, have cherished thoughts that kept their lives fresh and green. It is this that imparts character to men and women. Daily attrition with the rough things in life's pathway has a tendency to utterly destroy it. It is the atmosphere that is above us that causes it to expand into strength and beauty.

The steady attempt of the teacher to improve himself becomes therefore apparent, for character is too subtle a force to remain hidden. It animates his pupils, they know not how.

A teacher teaches only what lives on his lips, it is not what he has stored in memory as his stock in trade. By such a teacher the driest lesson may be embellished.

But among his own profession such a teacher becomes a power of good almost immeasurable. Such a soul performs his part so well that he lifts every one of his craft along with him; they all receive the honor such a man gradually draws toward himself. A few men and women who will not be satisfied with themselves as they were yesterday, what landmarks they become! Others look at them as sailors to distant beacons to guide their way and to pattern out their lives.—*N. Y. School Journal.*

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A LESSON IN PRONUNCIATION.—How many can pronounce the words in the following “test” correctly? It was first published by teachers of Toledo:

1. A courier from St. Louis, an Italian with italics, began an address or recitation as to the mischievous national finances.

2. His dolorous progress was demonstrated by a demonstration, and the preface to his sacerdotal profile gave his opponents an irreparable and lamentable wound.

3. He was deaf and isolated, and the envelope on the furniture at the depot was a covert for leisure and reticence from the first grasp of the dancing legislature of France.

4. The dilation of the chasm or trough made the servile satyr and virile optimist vehemently panegyryze the lenient God.

5. He was an aspirant after the vagaries of the exorcists and an inexorable coadjutor of the irrefragible yet exquisite Farrago, on the subsidence of the despicable finale and the recognition of the recognizance.

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MRS. PARTINGTON declares that she does not wish to vote, as she fears she couldn't stand the shock of the electrical franchise.

WHEN is a literary work like smoke? When it rises in volumes.

## THE DEVELOPMENT OF CHARACTER.\*

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JOHN J. PADRICK.

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IT WILL now be in place to inquire—How, and in how far does the school assist in the development of character? Let us first set definitely before ourselves the purpose of the school. We find it to be two-fold. First, to secure the attainment of scholarship; second, to lead to the formation of those habits which go to make up a good character, and to secure the apprehension of those moral principles which govern all right action.

The forces in school which affect character in its development are, the *instruction* of the school, the *discipline* of the school, and the *unconscious power* of the teacher's own "*presence*," or *personality*.

Under instruction we include all the intellectual work of the school. Each of the subjects studied may be made to have a bearing on the character of the pupil. The reading lessons afford great opportunity for bringing out and illustrating moral truths and principles.

In arithmetic there is special need of *strict accuracy of statement*, which, when fixed in the habit of truthfulness, is an important element of character and essential to the highest success in life.

In the study of the natural sciences, a feeling of reverence will be inspired as the pupil discovers in nature the beneficence and wisdom of the Creator as manifested in his works.

As he studies the earth under the relation of design, and sees the exalted position of man in nature; as he observes that all things are adapted to his wants and arranged for his benefit; that he is set over all the works of God, he will gain a higher appreciation of man's intrinsic excellency, and will be influenced to act in a manner which he feels to be worthy of himself and due to the Divine Author of all good.

So, in all the subjects of study, the mind of the pupil, as it gains sufficient development, should be directed beyond the subject itself to its higher relations.

In addition to the moral instruction which may be given inci-

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\* Extract from Mr. Padrick's Graduating Exercises at the State Normal School.

mentally in connection with the regular subjects of study, there should be given systematic instruction in the principles of morals and their application in practical life, so that the pupil may have the key to moral action and the principles by which he may regulate his own conduct and shape his own character.

That the end of instruction may be gained there must be discipline, or government. Good discipline requires regularity and punctuality in attendance, and order and system in the work of the school. When these qualities become fixed in habits, they are most important elements of good character.

"Discipline is the product of authority, but character does not grow by mere force of authority." There is no moral virtue in that which is of necessity; hence, while the conduct of the pupil must necessarily be under restraint at first, while he must conform to certain rules and regulations, and suffer the just punishment of his disobedience, the effort should be to lead him, as soon as possible, to apprehend the purpose and the worthiness of a prescribed course of action, and to voluntarily conform to it; to be self-controlling and self-directing.

To lead the pupil to attain those moral virtues which are so essential to a good character, treat him as though he already possessed them. To make a boy honest, treat him as though you believed him to be honest. To make him truthful, let him see that you place confidence in what he says. To give him self-respect, show him that you respect him, and that there are elements in his nature that are worthy of respect, and which require to be developed. At the same time, he must not be screened from the pain of self-denial, nor from suffering the consequences of his faults.

Besides the forces which are *consciously* brought to bear upon the character of pupils, there is another which, though unconscious and involuntary, is no less potent. It is the power of the teacher's own personality; the influence of the spirit which animates and moves him; a *something* about him which silently and secretly helps or hinders the pupils in the formation of good and true characters. "There is an invisible telegraph between soul and soul—a mysterious spirit-medium by which the secret states of our minds are unconsciously conveyed to another to produce there their legitimate results." The effect is to *tend* to make the character of the pupil like the *real* character of the teacher. To

be pure and ennobling, this influence must come from a pure heart and life; but purity of heart and life is only attained through deep and earnest *piety*. The teacher must *be* in character what he would have his pupils be; for what he *is* will have more effect upon their character than all he says or does.

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## REFORM IN ENGLISH ORTHOGRAPHY—II.

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GEORGE W. HOSS.

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**I**N this article I propose to notice briefly some objections to this reform. 1. It is objected that we would have to relearn our spelling. To this I answer, first, it is not true that we should have to relearn all our spelling; a great many words would remain as now.

(2.) It would be a simple matter to relearn, in phonetic alphabet, all the words in the language. Indeed, it could hardly be called learning, when we simply speak or write the letters we hear pronounced. To name the letters f, l, e and m, when we hear the word phlegm (*flem*), is not learning, it is merely naming the characters representative of the sounds.

(3.) Despite our present mode, we are obliged to learn new spellings. In the course of an average lifetime, many words change their spelling. All who have reached middle age remember such spellings as the following: Musick, publick, neighbour, Saviour, chymist, centre, courtezan, errour, and the like. To-day our dictionaries have many words of two spellings, thus allowing change. If we go back a century or two, we find this change more apparent. Go to Shakspeare, and we need a Glossary; go to Chawcer, and we have gone almost to another language. He spelled sweet, *sote*, root, *rote*, crops, *croppes*, small, *smalle*, all, *alle*, farther, *farre*, etc. Hence, first, we have been making changes in spelling in all the past, and, second, we are making them now, consequently to make a few more is not a very grave thing; at all events, not an alarming thing.

2. It is objected that we shall lose our etymology. First, in answer, Prof. Richards, of Washington, D. C., says, "The facts

are that a phonotypic method of spelling would not prevent the learned and curious etymologist from deriving every advantage from etymological study, that he now does; but on the contrary we believe it can be shown that a pure phonetic method of spelling would lead more easily and directly to the etymology of most of our words." But suppose etymology should suffer somewhat, are the interests of the millions to be sacrificed to the interests of the thousands, rather to hundreds—the many to the few? How many millions of common speaking people know nothing of foreign tongues, hence, nothing of etymology. But, second, how many classicists rely wholly on etymology for the meaning of words? They regard usage, else they are lost. Take geography and geology: the etymology of the former being, *ga graphien* (a writing, or to write concerning the earth); of the latter, *ga logos* (a discourse concerning the earth). From these who can tell which is geography and which is geology? So with hundreds, possibly thousands of other words. Secondly, etymology at times, actually misleads. The etymology of prevent, meaning to hinder, is *prae* and *venire*, to go before. (1.) All hindrance does not come from front, it may come from side or rear. (2.) All going before is not hindrance, 'tis often help. Further, I submit that etymology has no power in itself to give meaning. Each element or root has to be learned, just as a word that is not derivative. We have to learn that *prae* means before, and *venire* to go, just as surely as we have to learn that prevent means to hinder, or that stare means to look intently with the eyes wide open.

'Tis claimed, *per contra*, that etymology helps history and history helps memory. Let us see. Take the words martinetism, daguerreotype, shrapnel, fourierism, and the like. History tells us these words are derived from the names of the authors or inventors. How much more do we know of the nature of the invention from this source than if the name had been Smith, Brown, or Jones? Nothing.

Now, none of this is intended as an argument against etymology, *per se*, but as against its standing in the way of a reform to benefit the millions.

3. And last for the present, it is objected that the millions of books already printed would be lost. Not so. First, there are millions of people that would never learn the new spelling, con-

sequently would want the old books. Second, standard works are often revised, hence have to be reprinted. These could appear in the new spelling. Third, analytically considered, the objection proves too much. If valid, no new plow, reaper or mower could be introduced until the old plow, reaper or mower was worn out. Under this rule the old stage coach would never have yielded to the rail car, nor the mail boy to the telegraph. *Versus* all this, the new spelling will reduce the type setting, press work and paper from fifteen to twenty per cent. In a few years this would make a saving of millions of dollars.

Though there are other objections, these are chief, and must suffice for the present. Though these objections are not without weight, yet that weight is small when compared with the benefits arising from the proposed change. These benefits were stated, in part, in a preceding article, hence not restated here. Believing that these benefits are equal to all that I have claimed for them, and believing the interests of the millions are paramount to the interests of the few, I hold that the proposed change should be made.

This subject is respectfully commended to the special consideration of the teachers of reading and spelling, and to the consideration of the thoughtful and progressive, generally.

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## SCHOLARSHIP--NATIONAL INSTITUTIONS.

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A. M. GOW.

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**I**T is a subject of vital importance that educators should make themselves acquainted with the exact progress our schools are making in the education of the people. It is fashionable for us to boast of intelligence, and to predicate our superiority upon the excellence of our school discipline. We receive our impressions, for the most part, from those who are not the best judges of the real excellence of a school, and who have taken no pains to make an investigation that would prove the correctness of their conclusions. The most reliable data to which the public generally have

access, are furnished by the reports of school superintendents and trustees, concerning the schools under their charge. A little reflection will show that such sources of information are not entirely trustworthy, since a pardonable partiality to their own work might make them exaggerate its real merits and entirely overlook its defects. It is only by severe criticism and strict comparison that educational defects can be made so apparent that they will be appreciated and corrected. Such comparison can be made by reference to such statistics as are furnished by the United States military and naval academies.

These institutions were established by the general government for the purpose of preparing young men to be officers in the army and navy. Each congressional district and each territory is entitled to a representation of one cadet, and, in addition, ten cadets at large are appointed by the President of the United States. When a vacancy occurs, the congressman of the district is informed of the fact and requested to appoint a young man from his district to fill the place. In most instances the member selects the cadet himself, and he receives a warrant from the secretary of war or of the navy to present himself at the institution at West Point or Annapolis for examination. In some instances the congressman appoints examiners in his district who, after an examination of the applicants, select the one whom they think is best qualified, and the warrant is given to him. In the case of the military cadet the appointment is made out a year before he is expected to enter the institution. The object of making the appointment one year in advance is to give the appointee time to make preparation for the examination. The cadet must be between the ages of fourteen and eighteen, and must pledge himself to serve the government six years from the time of his entrance into the academy. For such service he is paid at the rate of five hundred dollars per annum. It will be seen that the appointment is not only one that affords a position of honor and permanence, but that the cadet receives his pay while he is obtaining his education.

When the cadet arrives at the academy he is examined physically and intellectually. The object of the physical examination is to ascertain whether he is qualified to endure the hardships of a soldier's or a sailor's life. The design of the intellectual examination is to ascertain whether he has such a foundation of intel-



ligence and discipline as will probably enable him to hold an honorable place in his class in the higher branches of study.

The subjects in which the cadet is expected to be prepared are "reading, spelling, writing, arithmetic, the elements of English grammar, descriptive geography (particularly of our country), and of the history of the United States."

From the table of statistics in reference to the subject, we gather a few very remarkable facts. In 1873 there were 205 candidates appointed to the military academy, and 190 were appointed to the naval academy. Of these, from both institutions, eighteen were found to be physically disabled. Of the 205 seventy-four were found to be so deficient in scholastic preparation as to be rejected. Of the 190 candidates at the naval academy, ninety-one were rejected for deficiency in the knowledge of the branches above named. Thus more than 36 per cent. of the military, and 47 per cent. of the naval appointees were rejected because they were not qualified in the elementary studies of an English education.

Here is a most surprising statement that should be well pondered by the friends of thorough education. It is not unfair to suppose that these young men, appointed by the members of Congress, are fair representations of the talent and culture of the districts from which they are appointed. If this supposition be correct, what shall we infer of the character of the schools of the country in scholarship and discipline?

Possibly it may be thought that this great deficiency occurs chiefly in those States where there are no common schools. Unfortunately for the schools of this kind, it is not true. While there is a preponderance of deficiency in the States in which public schools are not found, still it is a severe commentary upon the efficiency of the common school systems that out of sixteen appointed from Illinois, six failed; of six from Massachusetts, three failed; of sixteen from New York, six failed; of fifteen from Pennsylvania, six failed; of six from Iowa, three failed.

The Board of Visitors, at West Point, in commenting upon these facts, make use of the following language:

"This Board takes occasion to say; from its own observation on the spot, that this result is due, not to any undue elevation of the standard of admission, nor to any excessive severity in the examination, but in some cases to inconsiderateness in making

appointments; in others, to the failure of the appointee to appreciate the honor and duty to which he is called; in a few others, to the lack of facilities for preliminary preparation, and, most of all, *to a want of thoroughness in the schools of the country with respect to their primary work.*"

"This academy owes it to itself, and to its influence as a national institution on the whole system of popular education, to render and publish to the world this honest verdict. If our school boards and superintendents and teachers, in the North and in the South, in the East and in the West, will but heed the verdict and use due diligence to correct this great defect, some abiding good may come from the mortifying experience of this year's examination of candidates for admission to the academy."

We commend these facts to the candid consideration of the friends of education. We should have better scholarship and discipline in the people's schools. Make the schools better or cease boasting.

## WRONG USE OF WORDS.

WE see the reporters of this city using the word "ilk" as synonymous with "class" or "kind," as "Tom Jones and others of his ilk." This is ludicrously wrong. "Ilk is a Scotch word with a special meaning, as well as a general one. Its general meaning is "each" or "every," as in Burns' Tam O'Shanter:

"Ilka melder wi the miller;"

or the old proverb, "ilka man buckles his belt his ain gait." But the special meaning of that which is so often abused, "Ilk," in that sense, describes the "lairdship" of a man whose family name is the same as that of his property. "McDonald of that ilk," means McDonald of McDonald." In neither sense, special nor general, is the popular use of the word anything but a gross blunder. Another word, very frequently misused, is "luxurious" for "luxuriant," as "the grass flourished luxuriously," instead of "luxuriantly." "Averse" is nearly always connected with an ill-fitting preposition in this country, even by good writers. We say "averse to," as "he was averse to voting for

Smith." Now *averse* means to turn from, not to, a thing, and our use of the preposition really makes a contradiction in making us "turn from to" the same object at the same time. The English, or their cultivated men, say "*averse from*" doing or saying so and so, and that is consistent and correct. But they balance our blunder by one of their own just as silly. They invariably say "different to," as "George's conduct was so different to what it used to be." To differ is to diverge "*from*," not to approach "*to*" a thing. We say one object is similar "*to*" another, but to say that it is different "*to*" another is precisely the same blunder as our "*averse to*." Thackeray, one of the purest of English writers, always makes this blunder. His attention was once called to it by Mr. Fields, of Boston, and he admitted that it was a silly error, but he kept on making it. Charlotte Bronte is a grievous sinner in the same word; so is Dickens, and most late writers.—*Daily Journal*.

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### THE DARWINIAN THEORY.

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The Dundee *Advertiser* says: "It is not generally known that a series of elaborate experiments intended to illustrate the laws affecting the variation and selection of species, have been for some years going on under the direction of able and intelligent naturalists. These experiments were begun soon after the appearance of Mr. Darwin's great work, and their object is to discover the extent to which, by persistent effort, species may be varied, to what degree particular organs may be changed by a different circumstance and condition, and how far feeble and rudimentary development may be increased and accelerated by special conditions and wants. These experiments are carried out with the utmost care, and their results recorded with accuracy; and they will no doubt, in due time, throw much light on the doctrines of development and natural selection. The period during which they have been conducted has as yet been too brief to yield important results, and they may possibly require to be carried on for more than half a century before their scientific value is really ascertained. These experiments are under the direct supervision of nearly all the more eminent naturalists of the day, including Sir John Lubbock, Mr. Darwin and Mr. Wallace, and they will be the first sustained scientific test to which the laws affecting the variation and origin of the species have been subjected."

## OFFICIAL DEPARTMENT.

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Instead of the usual official matter we give the following timely and important suggestions, which were presented in the form of a report to the State Board of Education by Superintendent Smart, at their last meeting:

OFFICE OF SUP'T. PUBLIC INSTRUCTION,  
INDIANAPOLIS, July 12, 1875.

*To the State Board of Education:*

I desire to make a few suggestions to you in regard to the proposed representation of the educational interests of Indiana at the coming centennial. The other States of the Union are already moving in the matter, and unless we are willing to be outstripped by them, immediate steps must be taken to effect a thorough organization and to prepare plans by which we may represent our educational progress and condition. I do not doubt but that by reasonable effort on our part we can make a showing that will be creditable, not only to ourselves but to the whole country as well.

I. The first step to be taken, in my judgment, is to appoint an efficient working committee who shall assume general control of the entire matter. The committee should devise means for awakening an interest in the subject on the part of the educators of the State. It should decide what products are to be exhibited, prescribe rules and regulations by which such work as may be done by the children shall be executed, and make suggestions to the superintendents and school officers as to the best method of arranging these specimens so that they may be easily and safely shown to the public. The committee should also see to the transportation of the material to Philadelphia, and to its proper display and care.

II. It is obvious that it will be useless to attempt to make a display without money. In several of the States the amount to be spent for this purpose will vary from \$10,000 to \$25,000. I am satisfied, after making careful estimates, that if we make a showing that will be at all worthy of us, it will take at least \$5,000. I think this amount absolutely essential to complete success. It will be the duty of this committee, then, to consult with the board of centennial managers of the State, and see if this amount cannot be appropriated to us.

III. I respectfully suggest the following scheme of material for the consideration of the Board:

1. All the products for display upon the wall should be surmounted with a placard, or ornamented scroll, on which should be placed the most prominent educational statistics of the State, for example:

EDUCATIONAL DEPARTMENT OF INDIANA.

School Fund.....	\$8,750,000
School population.....	668,000
Enrollment in schools.....	470,000
Number of teachers.....	12,500
Annual expenditure for education.....	\$4,000,000
Number of school houses.....	9,300
Value of school property.....	\$12,000,000

This scroll should bear upon it the seal of the State, with emblematic and historic designs, and should be in itself a work of art. In addition to this other charts might be prepared which would show at a glance our educational history and progress.

2. Our educational literature would make no inconsiderable feature of the exhibition.

*a.* A brief history should be prepared showing our educational progress as well as the condition of the schools at the present time. It should give a brief outline of our system and of the law which governs it. It should explain the mode of raising and applying the school revenues, and the means adopted to supply the State with teachers. The work of the State Board of Education and of the State Teachers' Association, should be briefly outlined. This history might be prepared as a part of the next biennial report of the State Superintendent to the legislature, and could probably be paid for by the usual appropriation for that report.

*b.* The various cities should be called upon to prepare their reports for the year 1875 with particular reference to the centennial. These reports should contain a brief history of the schools in the respective cities, and should show the distinctive features of the system as it is worked out in each of them. They should also show the elevation and ground plans of the most prominent school buildings in use. The city reports should be limited as to the number of pages, and should be uniform in size, so that they can be bound in a volume of City School Reports of Indiana for 1876.

At least five hundred of these reports should be sent in from each of the more prominent cities, and it should be the work of the committee to see that they are properly bound.

*c.* The colleges and other higher schools of the State, academic, professional and normal, should also prepare their annual catalogues for

1875, with reference to the same object. If five hundred copies from each of these, uniform in size and style, could be sent to the committee, they could be classified and made into 500 volumes of Reports of Upper Schools of Indiana for 1876.

d. Specimen numbers of our educational journals should also have a prominent place in this section.

3. Mechanical and industrial drawings, original designs, herbariums showing the flora of the State, specimens of penmanship, and such other specimens as can be displayed upon placards, together with volumes of examination papers, all to be executed by the pupils of the schools, under such rules and regulations as may be adopted by the committee, should be called for from the various towns and cities of the State. This would present one of the most pleasing features of the exposition.

4. A display should be made of the most prominent school buildings in the State. The school authorities of cities and towns, and the trustees of private institutions should be invited to procure photographs or lithographs of their prominent buildings, of suitable size and on uniform scale. These should be properly framed and sent in to the committee, to be forwarded to Philadelphia.

5. A fine display of our native woods could be made, if our school furniture manufacturers would send specimens of their skill to be placed for exhibition in our department. I have no doubt but that an arrangement of this kind might be made, whereby this could be done with little or no expense to the committee. I am sure that we should have no reason to be ashamed of this product.

6. That engine for the effusion of popular intelligence, the newspaper, should be drawn upon to make the showing of our educational appliances complete. The more prominent papers of the State might issue 16 page editions, similar to those issued by the Indianapolis Sentinel and Journal last year, containing a statement of the business interests, showing cuts of prominent buildings, giving a map of the town or city, etc. If these could be printed about the 4th of July and sent to Philadelphia for gratuitous distribution, it would attract attention and prove advantageous to the State.

7. Although not coming strictly under the head of educational products, it seems to me that the committee could perform no better service to the State than by providing for the preparation and publication, in large numbers, of a pamphlet, showing in a brief and attractive form, the history of the State, her spiritual advantages and material resources. Indiana is beautiful for situation, extending, as she does, from the lakes on the north to the Ohio river on the south, so that all the great channels of commerce, from the seaboard to the northwest, must pass through her borders and pay her tribute. Her miles of railroads and canals are measured by thousands, she has coal enough to supply power for half the continent, if need be. Her timber is drawing wood manufacturers from

all parts of the country. Her soil is productive, and her educational privileges are of a superior character. A publication of this sort would, if properly managed, yield to the State a return for all the outlay that is desired for this scheme.

IV. I think that the best way to prepare ourselves to make a successful exhibition at Philadelphia will be to make a successful display of education products at our coming State Exposition. A large number of specimens have already been sent to this office for this purpose, and I feel confident that the exhibition can be made attractive and instructive. I think it would be wise to invite the leading teachers of the State to meet in Indianapolis, in September, for the purpose of seeing the display that is made, and of receiving such instructions and advice, in regard to the preparation of specimens, as the committee may be able to give.

I hope that you will give this matter your most earnest and careful attention. The work is a difficult one, but it certainly ought to be undertaken at once, and prosecuted energetically.

Very respectfully yours,

J. H. SMART,  
Supt. Public Instruction.

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A NEW mode of resuscitating drowned persons and others suffering from asphyxia, consists in placing the patient on his back with the arms extended. A roll of clothing is then laid below the false ribs so as to throw their anterior margin into prominence. The operator then kneels astride the patient, placing his hands so that the balls of the thumbs rest upon the false ribs, while the fingers fall naturally in the depressions between the ribs on each side. An assistant holds the tongue of the patient and the operator, with his elbows firmly pressed against his sides, throws his whole weight forward, by which the false ribs are pressed upward and inward, producing great motion of the diaphragm and displacement of the contents of the lungs. Suddenly raising his body, the operator allows the false ribs to return to their position, producing a correspondent movement in the diaphragm and inrush of air. By keeping up rhythmic movements of this kind, artificial respiration is produced.—*Scientific Miscellany*.

WONDERFUL progress is made in the San Gothard tunnel, the German end having advanced nine feet two inches daily in November last, and the Italian end nine feet four inches. The whole distance excavated is 2,639.5 metres, or 8,798 feet. The whole tunnel was divided into fifteen lengths of one kilometre (3,333 feet) each, and had it not been for the extraordinary difficulties which accompanied the beginning of winter, three of these lengths would have been finished by January 1, 1876.

*Ibid.*

## EDITORIAL

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THE State Superintendent has stated, in the Official Department of the Journal several times, that he can supply the School Law and Reports of his Department on certain named conditions. Teachers wishing either of these documents should send to the Superintendent direct, and not to the Editor of the Journal, for them.

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A good deal is just now being said on the subject of higher education. Especially is it urged that we need a national university, that shall rival in its advantages the great institutions of the old world. The subject has been, for several years, before the National Educational Association. Many of the leading men of the country have taken an active part in its discussion. President Elliot, of Harvard, Dr. McCosh, of Princeton, and a few others, have argued strongly against the establishment of such an institution, while President White, of Cornell, Dr. Hoyt, of Wisconsin, Hon. E. E. White, of Ohio, and a hundred others of our best men have argued quite as zealously for its establishment. So far, it must be confessed, the advocates of the project have presented much the stronger arguments, and the arguments have been very generally accepted by the thinking men of the country. But it is not so much to this phase of the subject we desire to call attention in this paragraph, as to a particular



feature of the subject of higher education as we find it in our own State. There are now supported and controlled mainly by the State, three educational institutions—the State University, at Bloomington, the State Normal School, at Terre Haute, and Purdue University, at Lafayette. The work to be done by the Normal School, together with its relations to the school system of the State, is well understood. The plan of its organization and the scope of work are clearly set forth in the act establishing it. It is not so, however, with the other two institutions. It can scarcely be said that there is any limit to that which either may undertake to do. Both may establish the usual schools of literature and arts, schools of philosophy, schools of applied science, etc. In short, both, under the law, are authorized to cover the whole ground of instruction. The question as to whether the interests of the State will be served by both being required or allowed to try to do all that is authorized, must soon be determined. With the means at command, and such as are likely to be afforded by the near future, what should be the policy of the State?

S.

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#### ON THE TEACHING OF MORALS.—I.

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All persons are agreed that good morals should be taught. Our law requires that good behavior shall be taught in every school. It is universally admitted that intellectual training alone, will not give that development and culture necessary to good citizenship or to true manhood, but that due attention must be given to the moral nature also.

There is no agreement, however, upon the method to be pursued to secure the desired result. Some are of the opinion that this is the especial work of the home, the church, and the Sunday school; while others give it an important place in the common school curriculum. Of this latter class, some contend that good morals should be taught after the manner of arithmetic, a lesson being regularly assigned and recited; while the many would give this instruction incidentally, improving such opportunities as may occur in the routine of school work.

Each of these methods has enough truth in it to insure fair success if diligently and intelligently pursued; yet it is probable that study and experience will enable us to approximate nearer than any of these to the "true method." We say the true method because there can be but one correct method of teaching any subject, and that is based upon the nature of the subject to be taught, and the law in the mind in accordance with which the mind acts.

Good morals, or good behavior, as we understand it, has nothing to do with theological belief. This latter certainly belongs exclusively to the home, the church, and the Sunday school, and it is a fatal mistake to regard the teaching of morals as in any way associated with the dogmas of any church. He who sees here simply an opportu-

nity to urge upon the attention of others his own notions of theological questions, whether his opinions are in accord with those who send their children to his school or not, has no business to teach "morals" in his school.

It will be one object of the series of papers that is expected to follow this, to indicate a course of procedure that shall give the instruction in good behavior required by the law, without giving offense to any one, whatever may be his opinions in regard to theological questions. The matter is more fundamental than questions of theology. Every mind, in its normal condition, contains all the powers and faculties in a state of constant activity, that are the ground for this instruction.

We will begin our investigation by a classification of acts. All acts of human beings are either voluntary or involuntary. It is only voluntary acts with which we are concerned in this discussion.

One classification of these is made by selecting those to which the feeling of duty attaches for one class, and all others for the other class. The former we call moral acts. The latter have no moral element in them, since the question of moral right or wrong does not arise respecting them. Every moral act requires the exercise of three powers of the mind. The logical order in which these must act is, 1st, the intellect, by which it is determined whether the particular act under consideration should be classed with right or with wrong acts; 2d, the feeling of duty to do the right and abstain from the wrong; and, 3d, the will, by which choice is made of the right or wrong action. In most cases, these different acts are practically instantaneous in time, but there can be no doubt that the order mentioned is the logical order of the mind's action.

The intellect fills a very important office, because it determines to what class every act belongs. This it does by a process of reasoning. This process will be a simple or a complicated one, as the act itself is a familiar or a strange one, or as the elements involved are few or many. But the instant the judgment is made, the feeling of duty to do the right or abstain from the wrong becomes active. The natural result of all this is to cause a choice in accord with the judgment and the feeling of duty. When such a choice is not made it is because of the relatively strong demands of appetite or some supposed good to result from the wrong doing, that outweighs the natural impulse to right action. A large majority of the ordinary moral acts of men are right acts, i. e., acts performed in accord with the dictates of conscience. It is only when conscience commands one course of action and the attainment of some desired result requires another, that any conflict arises, or that the difference in the moral characters of men is manifested. The pain experienced by acting in conscious disobedience to the feeling of duty is so great, that men who are strongly impelled by other considerations to act in opposition to it, make strenuous efforts to allay conscience, by determining through a process of reasoning, that the act, under the particular circumstances, is not wrong but right. This being done, the judgment, the

conscience, the desires, and the will all point the same way, and the pain is avoided.

To illustrate: the conscientious idolator worships his idol of stone and experiences the satisfaction that comes from a conscious discharge of duty. Any intentional irreverence or disrespect shown by him towards the object of his adoration would produce the pain attendant upon conscious wrong-doing. But when this same person has learned that it is wrong and not right to worship stones, and that all such idols should be destroyed, he derives the same pleasure from breaking them in pieces that previously came from their worship.

This whole question of the rightfulness or wrongfulness of an act then, so far as the individual is concerned, is dependent wholly upon the decision made by the intellect, and this decision must be reached through evidence.

It is proposed, in the series of articles that will follow this, to present in detail what seems to us to be the best method of teaching "Morals" in our schools.

B.

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### PURDUE UNIVERSITY.

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We regret very much the unpleasant state of affairs that exists at Purdue University, but have no disposition, at this time, to recount the troubles. From what we have been able to learn, much of the difficulty has had its origin in the fact that all the members of the Faculty live in the same house, and the object now before us is to consider the propriety of this arrangement.

To begin with, this institution is richly endowed by the Government, the interest from the endowment paying for all instruction, and the State is called upon simply to furnish buildings, apparatus, etc. But under what obligation is the State to furnish houses for the president and professors? Why furnish homes here and not at the State University and at the State Normal School. At neither of these places are the salaries of the members of the Faculty so large. If the Purdue aristocracy, with the highest salaries in the State (and they are none too high), are to have nice homes, heated and cared for at the expense of the State, we insist that the same courtesies shall be extended to the plebeians of Bloomington and Terre Haute.

The fact is that a great deal of money has already been very unwisely expended at Purdue. Some months ago we spoke of the unwise arrangement of the dormitory building, in which not more than two-thirds the number of students can be accommodated that might have been in the same space and at the same expense with a different arrangement; and also of the folly of erecting, at this time, a Military (?) Hall and Bowling alleys, at an expense of seven or eight thousand dollars. We now say that the building erected for members of the Faculty and their fami-

ites, never ought to have been built. We are of the opinion that the new Board will gain for itself much credit for good sense and good economy, if it will go to work and remodel this building, and get out of it some of the space now very much needed for other purposes.

The present arrangement is objectionable (1.) on the ground that the State should not furnish these residences; (2.) that it cannot be continued without a repetition of the last year's experience. The wonder is *not*, that six families, shut up in the same house, confined almost exclusively to one another's society, compelled to board at the same table, should quarrel, but that they should be able to get through the first year without coming to blows.

That the members of the Faculty are thus divided is bad—very bad—and that the students have been drawn into the controversy is a misfortune to themselves and a calamity to the institution. Their course is certainly unwise and unwarranted.

The institution is one that the State very much needs, and we trust that the new Board of Trustees will be able to so adjust existing troubles as that peace, harmony, and the greatest prosperity may soon prevail.

It is proper to say that the above has been written without the knowledge or consent of President Shortridge.

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### STATE NORMAL SCHOOL.

The commencement exercises of the State Normal School, held in June, were characteristic of that institution; in other words, they were eminently satisfactory. It is probable that no other school in the Union does the kind of work that is done at Terre Haute. It is a professional school, and it is nothing else. We mean by this, that whatever of instruction, training and culture is given, has the one single object in view, viz: the preparation of teachers for their work. It is not "a school where students are taught more in six weeks than they can learn at other institutions in six months." It has no short cuts or patent methods. Its foundation thought is that all real excellence is achieved only through persistent, long continued, well directed labor. Its graduates go forth filled and thrilled with a noble inspiration. Every year adds to their number and extends the influence of the school. There is nothing of the brag and bluster and self-confidence that is noticeable in many young graduates. It is thought that perhaps there is too little of this latter quality. But there is an unlimited amount of work in them; and as they shall learn to apply and adapt their thought to the practical needs of the actual school, the full value of this institution will be made manifest. The work is done silently, too silently we think; but its spirit is permeating every portion of the State. We hail it as the herald of that better thought that is ere long to possess our whole people, viz: that all education of any worth is the result of persistent effort. B.

## WHO SHALL DETERMINE WHAT PUPILS SHALL STUDY AT SCHOOL, TEACHERS AND TRUSTEES OR PARENTS?

This is a question of great importance, and is one that is continually arising for adjustment. A Wisconsin court has decided it in the favor of the parent, but this does not bind other States, neither does it determine the abstract *right* in the case. Superintendent Bateman, of Illinois, gives the following conclusion after his discussion of the subject:

"1. Pupils can study no branch which is not in the course prescribed by the directors (trustees).

2. Pupils can study no branch of such prescribed course for which they are not prepared, of which preparation the teachers and directors shall judge.

3. Pupils shall study the particular branches of the prescribed course which the teachers, with consent of the directors, shall direct, unless honest objection is made by the parents.

4. If objection is made in good faith, parents shall be allowed to select from the particular branches of the prescribed course for which their children are fitted, those which they wish them to study; and for the exercise of such right of choice the children shall not be liable to suspension or expulsion."

"The School Bulletin" sent these conclusions to a large number of State superintendents and prominent educators, and asked answers which were published in its June issue. We quote the following:

### STATE OF INDIANA.

DEPARTMENT OF PUBLIC INSTRUCTION,

Office of Superintendent,

INDIANAPOLIS, May 24, 1875.

EDITOR SCHOOL BULLETIN:

SIR:—Yours at hand. I cannot give an opinion concerning the "4th point," unless I can be permitted to place a specific interpretation upon the term "good faith," and unless I can determine the tribunal by which the quality of the faith is to be tried.

While it is true that in some cases children in our public schools ought to be excused from taking all the branches provided for in the prescribed course, I think it would be detrimental to the best interests of the schools to give to the parents the right to render peremptory judgment in the matter.

Experience has shown me that in a majority of cases, in which parents desire their children to take a less number of branches than is usually required, the whims of the children are consulted and not their welfare. I would construct the proposition as follows:

(4.) When parents desire their children to omit any of the regularly prescribed branches of study, and shall state the reasons therefor to the

school directors, they shall permit such omission if, in their judgment, the best interests of the children will be promoted thereby.

Very truly yours,

J. H. SMART, Sup't. Public Inst.

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Boston, May 19, 1875.

I cannot concur with Mr. Bateman in his third and fourth conclusions. Who is to decide whether an objection is *honest* or not? And, besides, an objection may be *honest* but very *unwise*. If an objection is honest and at the same time manifestly unwise, must the school authorities and teacher yield? I think not. Ignorant parents may sincerely *desire* the best instruction for their children, but without the requisite intelligence they are incapable of wisely directing the education of their children. Again, in No. 4, "objection in good faith," amounts to the same thing. If objection from one is valid as against the school authorities, the objection of all is valid, and all classification is utterly abolished. No, the power to determine what every scholar shall or shall not study must be in the hands of the authorities. But they should, and of course will, as far as possible, grant the privilege of deviation from the course to particular pupils, where they can do so to the *advantage* of such pupils, in their judgment, after being informed by parents of their reason for such deviation, and without too great detriment to the general interests of the class.

Yours, very truly,

JOHN D. PHILBRICK.

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OFFICE SUPERINTENDENT PUBLIC SCHOOLS,  
ST. LOUIS, May 20, 1875.

In reply to your query as to the question of the right of individual parents to choose the course of study for their children, I will say that only in the most rudimentary form of the country school can this be conceded, and there only by long established custom. In all schools where an attempt at grading is made, such a right could not be allowed at all. Such a right conceded to parents in our towns and villages would prevent the possibility of any higher organization than the old-fashioned ungraded school. Hence such powers have been vested in school committees, almost without exception.

Respectfully,

WM. T. HARRIS.

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#### STATE OF VERMONT.

OFFICE OF SUPERINTENDENT OF EDUCATION,  
RANDOLPH, May 21, 1875.

Your letter of the 17th inst. is just received, with the inclosed proof of an article for your June number.

Mr. Bateman's conclusions seem to me sound. And, as stated in connection with his first three conclusions, it seems to me to give to the

school authorities all the power that should be granted to them. The schools, I suppose, are for the people; not the people for the schools.

Very respectfully,

EDWARD CONANT, Sup't. of Education.

We have no hesitation in saying that the fourth conclusion, as stated by Mr. Bateman, is wrong and cannot be carried into effect without great injury to any system of schools practicing it. That parents should be heard in this matter, and that their advice should be carefully listened to and weighed, is certainly right. Parents know their own children as teachers and trustees cannot know them, and it is not unfrequently the case that reasons exist why a child should not be compelled to pursue exactly the course of study prescribed for the masses. There are exceptions to all rules, and so there should be exceptions to a prescribed course of study. The parent should be heard, but the absolute right to decide upon the wisdom or expediency of any change from the regular course must, of necessity, rest with the school authorities; otherwise all grading would be a farce. Otherwise the interests, or supposed interests, of individuals would supplant the greatest good to the greatest number.

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#### READING.

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*(From the advanced sheets of the Manual of Instruction for the Indianapolis Public Schools.)*

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The chief result to be attained through the reading exercise in school, is to teach the pupils to gain thoughts from the printed page. In this age of books, magazines, and the daily paper, it is especially important that pupils should early be taught to associate ideas with the forms and sounds of words, and that they should obtain a large and rich vocabulary. This cannot be done if instruction is limited to a small number of selections, and the time is spent in learning to give to these a perfect rendering. It is far preferable that a child be taught to read many things intelligently at sight, than that he able to deliver a few choice selections with the skill of an artist. But the error of the opposite extreme must also be avoided. Pupils must not be permitted to utter words the meaning of which they do not understand, and call that reading. No error is more fatal than this. Every word must mean something to the child, and the right thing. The teacher must see to it, therefore, that in avoiding a too narrow range of selections, he does not fall into the error of too many.

Oral reading, as taught in our schools, supposes two different processes:—one, the action of the mind in determining the thought, and the other the oral expression of that thought in the language of the book. And these acts must be performed simultaneously. One is purely a

thought process, and the other is largely mechanical. One is obtained by training the mind to associate ideas with the forms of words and discover the thoughts which these ideas produce; the other is obtained by training the vocal organs to properly utter the words. Both are important, but the former is vastly more important than the latter. At least three times as much time in general, should be spent in this thinking exercise as in the drill in elocution.

The following methods are suggested: As an aid to elocutionary drill, the elementary sounds in the language must be carefully taught, and frequently practiced. Spelling words by sound both by individual members and by the whole class in concert, should be frequently practiced. A distinct enunciation of every word must be persistently insisted upon. Let the pupil be taught to pronounce distinctly the last sound in each word. He will thus be prevented from "running his words together." Words of difficult combinations of sounds can be mastered by beginning with the last sound in the word and building up the word by pronouncing the last two sounds, then the last three, afterwards the last four, and so on until the entire word is pronounced. Frequent drills in giving a variety of pitch and force should be given.

The more important process of mastering the thought and emotions expressed in the lesson, requires that the pupils be questioned concerning the meaning and etymology of words, the historical or other references, and be led to form mental pictures from the descriptions that are made.

Young people have in general many more ideas than they have words. It is suggested that one or more new words be selected from the reading lesson each day, the meaning of which shall be fully explained and the pupil be practiced in the use of them in original sentences, thus increasing his vocabulary. Teachers are sometimes guilty of the following error: A paragraph having been improperly read, some one is asked to read it better, without its being made clear what was wrong. It is read several times by different members of the class with little or no variation from the first reading. After the thought has been mastered and the pupil has approximated as nearly as he can to the correct rendering by such assistance as the teacher can give by questions leading him to the proper emphasis, the teacher should read it correctly and require the pupil to imitate. As a rule, the pupil should exhaust his own resources before being required to imitate the teacher.

The lessons should be so assigned that pupils will have frequent use for the dictionary in the preparation of them. It is very important that children should learn early how to use the dictionary.

Concert exercises should not be encouraged for anything except elocutionary drill, or to assist a pupil to catch the proper modulation of a sentence, when he fails to imitate the teacher. Their tendency is to destroy all individuality, and all naturalness of expression.

But the work of the teacher extends farther than that of teaching pupils to read the lessons prescribed in the course of study. It includes



also the cultivation of a taste for good reading in general. If a person knows how to read, he has the key to all knowledge. If his taste has been so cultivated that he delights to read good books, there need be little fear that the key will be left to rust from disuse. Let the teacher feel, then, that whatever influence he can exert that shall cultivate a taste for good reading, will do more than anything else, to develop the child into the useful, intelligent, cultivated citizen. To this end the teacher should become familiar with the juvenile literature and the historical writings in the public library, and if possible, awaken an interest in the reading class in the discussion of some subject, or by giving some interesting information, that shall lead to the reading of some book; thus making the reading lesson the source of suggestion to the pupil of a course of general reading.

Teachers will also be expected to induce their pupils to learn and recite poems and other selections from standard authors. The more of this work that can be done without neglecting other subjects, the better. In making these selections care must be taken to choose those of pronounced literary merit. The pupil that leaves our schools able to recite a large number of gems from our literature, not only has a standard by which to measure other writings, but has the foundation laid for the cultivation of a good literary taste.

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### THE STATE UNIVERSITY.

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The trustees of the State University, at their late meeting, decided to place a new man at the head of this institution. While the university has been doing fair work, as good perhaps as has been done at any other college in the State, it has not taken that high rank that the trustees and the friends of higher education desired to see it hold. Dr. Nutt, the retiring president, has had charge of it for the last fifteen years, and in that time has done much for it—all that he was able to do. He is a man of great moral worth, and one who makes many warm personal friends. The trustees were all his friends, and had they not felt compelled to put the highest good of the university above all personal considerations, the change would not have been made. While all regretted to take the step, the vote was *unanimous* that the best interests of the institution demanded that a younger and stronger man should be placed at its head. The feelings of the Board represent very truly the feelings of the State Board of Education (of which the Dr. was a member) and of the informed part of the community at large. We speak whereof we know.

In saying that Dr. Nutt is not the man for president of the State University, the trustees said nothing against him as a christian gentleman, and we say nothing. The same thing might be said, without prejudice, of almost every educational man in the State. Good presidents are scarce.

We have said this much that the true motive that prompted the trustees in their action might be known, and this step seems necessary for reason that the Dr. is allowing his friends (?) to promulgate the idea that he was dismissed on partisan or sectarian grounds. The Board of Trustees is composed of Hon. John I. Morrison, of Knightstown; Dr. Jas. D. Maxwell, Bloomington; Hon. W. K. Edwards, Terre Haute; J. S. Irwin, L.L. D., Fort Wayne; Gen. John Love, Indianapolis; Dr. E. W. H. Ellis, Goshen; Milton McPhetridge, Esq., Bloomington; and Dr. A. Patton, Vincennes. Eight better men could hardly be found in the State; they stand above reproach in their several communities, and at least four of them have a state-wide reputation. It happens that the Board are evenly divided, politically, and if any church has more or less than its proportionate share of representation, it can be accounted for on the ground that the appointing power always selects trustees only on the ground of fitness, and generally without knowing or caring what are the church connections. To charge that these men have prostituted their high and responsible position and dismissed the president of the university because he happened to belong to a particular church, is libelous and infamous, and if Dr. Nutt allows this charge to rest against them without an effort to correct it, he will forfeit the respect of honorable men.

The trustees have elected Prof. Wiley, president *pro tem.*, and will not name a president until they are certain they have found an able man who will be recognized as a leader among educational men, and who will place the State University where it ought to stand—at the head of our literary institutions.

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### PEDAGOGICS IN COLLEGES.

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The mind is governed by laws. The faculties or different powers of the mind develop in a definite order. Some branches of study, owing to their nature, are more easily comprehended than others, and should be taught before them. There is not only *a* way, but there is *a the way*—a *best* way in which to present a given subject to the mind. There are definite laws by which the mind is influenced and conduct determined. A knowledge of these facts constitutes the science of Pedagogics. This science lies at the foundation of all good teaching—to know these facts and to be able to apply them constitutes the good teacher.

The science of Pedagogics is making rapid progress in our common schools; the methods of imparting instruction and the plans for governing schools have made giant strides within the last decade.

Contrary to what should be, and to what might naturally be expected, the colleges are behind the lower schools in this progressive movement. Colleges, in all ages, have been conservative; instead of leading public

opinion they have always been led by it. Example: After the public schools and academies had *demonstrated* the practicability and desirability of co-educating the sexes, the colleges reluctantly and gradually opened their doors to women. As the natural sciences have become popular and *clamored* for admittance, college authorities have gradually given them place to the exclusion of a part of the time-honored curriculum. Even now a student may stand high in his mathematical studies, he may have gone over double the amount of natural science required, he may be able to read and speak fluently both the German and French languages, he may be a Latin master, he may have read history extensively, he may have made a specialty of mental and moral philosophy, and yet if he shall lack the *prescribed* Greek, but few colleges in the land will confer upon him the title of A. B. That title is reserved for those who have mastered a given number of pages of a *given* number of books. When common sense instead of primeval custom shall have sway, brains and general culture will determine the character of the diploma.

Colleges ought to be the leaders in all educational reforms. Only the best of teaching should be allowed in them. Every professor should be master of normal methods, so far as they applied to his department. Were this the case not only would students acquire more knowledge and get more mental discipline, but they would get an idea of school and school discipline that would be of great advantage to them and to the community when they have left school. A majority of those attending college, whether they graduate or not, teach, for a time at least, after they leave school, and if they have been taught according to approved methods, they will carry these better plans and ideas into their own schools. This is no small consideration. But aside from this, those who teach and those who do not teach, become members of society—become parents and patrons of schools, and it is of the utmost importance that their ideas of teaching and school management should be elevated and correct. So essential do we deem it that every person should be informed with reference to the correct theory of schools and school management that, could we have our ideas carried out, we would have a Professor of Pedagogics in every college and high school, and allow no one to graduate who had not spent at least three months in studying Theory and Practice. With this amount of study and a college course under *normal* professors, college students would exert an influence in our school system that can hardly be appreciated.

This is not a tirade against colleges, as such; it is simply a criticism on the conservative foggy element that prevails so generally in them, and a plea for pedagogics in the "upper" as well as in the lower schools.

We would do injustice to many noble teachers did we not say that some of our leading educational spirits are members of college faculties.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MARCH, 1875.

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PHYSIOLOGY.—1. What is coagulation and what part of the blood coagulates spontaneously?

2. What impurities are removed by the skin, and why should we bathe?

3. State the difference between secretion and excretion. Give examples of each.

4. Into what groups may food be divided? Mention some article of each group.

5. What is the source of animal heat? How is it equalized in different temperatures?

GEOGRAPHY.—1. What are the monsoons and what causes them?

2. What are the distinguishing characteristics of mathematical, of political, and of descriptive geography?

3. Of what does physical geography treat?

4. Illustrate the above by giving a complete description of England.

5. For what purpose do we teach latitude and longitude?

6. Why does it never rain on the western coast of Peru?

7. What countries are crossed by the equator?

8. What are the effects of oceanic currents on climate? Illustrate.

9. What are isothermal lines?

10. Mention ten different kinds of animals found exclusively in the torrid zone.

U. S. HISTORY.—1. What discoveries are supposed to have been made in North America by the Icelanders, Norwegians and Danes?

2. What part of North America was called New France? Why?

3. Give some account of the settlement of Georgia.

4. Name three of the leading commanders of the British army in America during the Revolutionary war.

5. Give an account of the Whisky Rebellion in Western Pennsylvania.

6. The thirteen original States have been under how many different kinds of government?

7. How were California and New Mexico acquired by the United States?

8. Relate the causes that led to the war of 1812, and state the last battle fought in the war.

9. Relate the history of the origin and progress of Mormonism.

10. State the causes that have combined to prevent the admission of Utah as one of the United States of America.

**THEORY AND PRACTICE.**—1. Is it right to punish children in school in opposition to the wishes of their parents? Why?

2. State advantages and disadvantages of concert recitation.

3. State advantages and disadvantages of classification of pupils in school.

4. What directions may be given to pupils in regard to methods of study?

5. What personal preparation should the teacher make for each recitation.

**ARITHMETIC.**—1. A man purchased an article for  $12\frac{1}{2}$  cents and sold it for 12 cents; what per cent. did he lose.

2. Demonstrate how the denominations of cubic measure are found from the denominations of long measure.

3. How many bricks 8 inches long, 4 inches wide and 3 inches thick are required to build the walls of a cellar which, measured on the outside, are 20x15x10 feet. The walls are 2 feet thick, no allowance being made for mortar.

4. Write a promissory note.

5. A farmer sold 28 per cent. of his land, and afterwards bought 85 per cent. of as much as he had left. He then had  $5\frac{1}{4}$  acres less than at first. How many acres had he at first?

6. State how you would extract the cube root of a common fraction.

7. What is the length of a hand rail to a flight of 15 steps, each 18 inches wide and 6 inches high?

8. If a sailor travel half around the world, how will his time compare with that of the place of starting? If he go around the world to his starting place, will he have gained or lost time? How much?

9. The difference of time between two places is 12 min. 40 sec., what is the difference in longitude?

10. What is the interest on \$35.49 for one month and two days at  $7\frac{1}{2}$  per cent.?

**GRAMMAR.**—1. Write a sentence containing a personal, a relative, and a demonstrative pronoun, and give the grammatical construction of each in the sentence.

2. Why do not intransitive verbs take the passive voice?

3. What difference in meaning is expressed in the two sentences, "I shall go" and "I will go?" Also, "He shall go" and "He will go?"

4. What modifications or limitations of the meaning of verbs are expressed by inflection?
5. State resemblances and differences between proper and common nouns.
6. Analyze the following: "Thrice is he armed that hath his quarrel just; and he but naked, though locked up in steel, whose conscience with injustice is corrupted."
7. Parse "thrice," "that," "just," "but" and "with," in the above sentence.
8. Correct the following and give reasons: "The Book of Psalms were written by David." "Either you or I are in the way." "Wild horses are caught with a lasso, or a noose." "Which one of that group of men is the taller." "The ends of a divine and human legislation are very different."
9. Punctuate the following: "As the tear stole down from his half shut eye Don't smoke, said the child how it makes you cry."
10. Write a simple, a complex and a compound sentence, and state the complete subject and predicate of each.

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SOME STATISTICS of Indianapolis Public Schools:

Total enumeration of children for 1874-75.....	20,827
Increase over last year.....	1,548
Number of rooms used for school purposes.....	167
Increase over last year.....	30
Number of teachers employed.....	176
Increase over last year.....	25
Number enrolled in High School.....	469
Total number of pupils enrolled.....	10,523
Increase over last year.....	1,662
Total number enrolled in German classes.....	987
Total number enrolled in night schools.....	457
Amount paid for tuition.....	\$122,953 86
Average cost per pupil for tuition on number registered.....	\$10 50

THE HOPKINS MEMORIAL.—It will be remembered that the State Teachers' Association, at its last session, appointed a committee to collect funds for the erection of some fitting monument to the memory of the Hon. Milton B. Hopkins. Some steps were taken in the matter, but the season was so far advanced before the arrangements were fully made that it was determined to defer further action until the commencement of the institute season. Circulars giving full information will soon be issued to county superintendents, who are requested to distribute them among the teachers of the county, and do what they can to forward the enterprise. Full lists of the names of the subscribers will be published from month to month, as they are received.

**GREEK IN THE STATE UNIVERSITY.**—A few years ago, when the Faculty of the State University changed the course of study so as to admit students to the Freshmen class without Greek, a general lamentation went up from other colleges, and it was asserted that the standard of education had been thereby lowered, and that the classes, especially the Greek, must inevitably suffer from such a course. The following statement, signed by all the members of the Faculty after a fair trial, ought to settle the matter:

"Since the change has been made by which Greek is begun in the Freshman year, the number of students taking the classical course has greatly increased. Formerly one-half of the Freshman class were scientific; now nine-tenths are classical. Such, according to present indications, will continue to be the result of the present arrangements. Instead of lowering the standard of education, the present plan has greatly elevated it; and instead of the ancient classics being dishonored and ignored, they are now better taught, made popular, and greatly honored."

**HOPKINS MONUMENT.**—The following persons have each contributed one dollar to the Hopkins Monument Fund; all of Hancock county:

John H. Binford, George W. Puterbaugh, C. A. Babcock, Kate R. Geary, Mary E. Ogle, J. H. Eubank, Ella Botsford, Dugald McDougale, M. Coffield, Alpheus Reynolds, Duncan McDougale, R. H. Archey, Carrie Hill, W. S. Fries, Henry B. White, Wm. P. Smith, Abe Fross, R. A. Smith, John H. Ford, John Van Lanningham, M. O. Snyder, Ray Botsford, Mattie J. Binford, Ruth Sharp, Aaron Pope, Morgan Caraway, Sarah J. Wilson. Total, \$27.

Well done for Hancock. Let other counties do likewise.

WE have on hand a few copies of the proceedings of the National Educational Association, held at Detroit last year. A permanent volume of 294 pages, and certainly of great value to educators. Superintendents of schools will find the addresses and papers in the Report very valuable as representing the best thought of the day on a variety of educational topics. Price, \$1.50.

"Bogus" programmes or papers, as they usually appear, are unwarranted and mischievous—sometimes libelous and infamous. We can see how they might be made a source of innocent amusement and of just and manly criticism; but when they descend to vile personalities and base slander they cannot be too severely condemned. Last year the authorities of Asbury University, sent out the authors of a vile, vulgar "bogus," with their indorsement as *gentlemen*. The State University was, on the eve of the late commencement, disgraced by a similar production, and if the Faculty can discover the perpetrators, they will do the institution a service by expelling these poison-tongued defamers *unconditionally*.

**MUNCIE** is to have a new school building—first class.

**WABASH.**—The Wabash papers speak in high terms of their city schools, under the superintendency of D. W. Thomas. Although an entirely new Board of Trustees was elected, Mr. Thomas and most of his teachers were re-elected. The following, taken from the annual report, will show the schools under excellent discipline:

Whole number of pupils enrolled.....	855
Average number belonging.....	628.6
Average daily attendance.....	598.6
Per cent. of daily attendance.....	91.5
Number neither tardy nor absent, boys 25, girls 31. Total.....	56
Cases of tardiness, boys 41, girls 25. Total.....	66

There were no cases of tardiness in room No. 6, and but one case each in Nos. 4, 8 and 11. The three rooms having the highest per cent. of attendance during the year were Nos. 12, 6 and 8, being respectively, 98.7, 97, 96.4. Four pupils suspended during the year. Two suspended that did not return.

**THE** fall term of Union Christian College, at Merom, Indiana, will open Sept. 1. T. C. Smith, President.

It cost about \$70 to test the legality of the county superintendency law. This will be less than \$2 for each of those who agreed to share the expense. It is not likely that the case will be appealed to the Supreme Court.

**SCHOOL STATISTICS.**—State Superintendent, J. H. Smart, has revised the forms of reports of trustees to superintendents, and superintendents to himself, and made new and explicit rules by which the more complicated estimates are to be made, and is taking every possible means to secure statistics that may be relied upon. It is a fact that much of what is called school statistics is so inaccurate as to be utterly worthless. We are glad to know that the superintendent has gone to work in this direction.

**THE** commissioners of Scott county allow the superintendent no time at all for visiting schools. Shame on them.

**THE** commissioners of Boone county allow the county superintendent *ten days* in which to visit more than one hundred schools. They should be voted a *medal*.

**THE** late commencement of the Indiana State University was its forty-sixth.

It is to be hoped that superintendents and teachers will profit by the model forms for examination papers sent out by the State Board.

**ACTON** is to have a new, commodious, and tastefully arranged school house in readiness for next school year. A good man wanted to take charge of it.



COUNTY INSTITUTES will be held as follows:

Aug. 9. Monroe co., Bloomington, M. M. Campbell, Sup't.

" 16. Switzerland co., Veray, E. J. Robenstein, Sup't.

" 16. Tipton co., Tipton, B. M. Blount, Sup't.

" 23. Hancock co., Greenfield, W. P. Smith, Sup't.

" 23. Shelby co., Shelbyville, S. L. Major, Sup't.

" 23. Madison co., Anderson, R. I. Hamilton, Sup't.

" 23. Wayne co., Centreville, J. C. McPherson, Sup't.

" 23. Ohio co., Rising Sun, J. H. Pate, Sup't.

" 23. Putnam co., Greencastle, L. A. Stockwell, Sup't.

" 23. Jefferson co., Madison, George C. Monroe, Sup't.

" 23. Daviess co., Washington, Edward Wise, Sup't.

" 23. Fayette co., Connersville, J. S. Gamble, Sup't.

" 23. Bartholomew co., Columbus, J. M. Wallace, Sup't.

" 23. Clay co., Bowling Green, A. R. Julian, Sup't.

" 23. Gibson co., Princeton, W. T. Stilwell, Sup't.

" 23. Franklin co., Brookville, A. B. Line, Sup't.

" 23. Lawrence co., Bedford, W. B. Chrisler, Sup't.

" 30. Jennings co., North Vernon, John Carney, Sup't.

" 30. Harrison co., Corydon, S. D. Lockett, Sup't.

" 30. Parke co., Bloomingdale, E. C. Siler, Sup't.

" 30. Hendricks co., Clayton, J. A. C. Dobson, Sup't.

" 30. Marion co., Indianapolis, L. P. Harlan, Sup't.

" 30. Jasper co., Rensselaer, J. H. Snoddy, Sup't.

" 30. Clarke co., Jeffersonville, W. B. Goodwin, Sup't.

" 30. Vanderburg co., Evansville, F. P. Conn, Sup't.

" 30. Wabash co., Wabash, Macy Good, Sup't.

" 30. Vigo co., Terre Haute, John Royse, Sup't.

" 30. Decatur co., Westport, Philander Ricketts, Sup't.

" 30. Delaware co., Muncie, O. M. Todd, Sup't.

" 30. Randolph co., Winchester, D. Lesley, Sup't.

Sept. 6. Clinton Co., Frankfort, H. Koher, Sup't.

" 6. Rush co., Rushville, A. E. Thompson, Sup't.

" 6. Warren co., Williamsport, A. Nebeker, Sup't.

Oct. 4. Owen co., Patricksburg, Wm. R. Williams, Sup't.

" 18. Elkhart co., Elkhart, David Moury, Sup't.

NORMAL INSTITUTES are in progress at the following places: Bloomington, under charge of D. Eckley Hunter; Plainfield, R. G. Boone; Westfield, Phebe Furnas; Albion, M. C. Skinner, E. M. Chaplin; Greenfield, J. H. Binford; Bloomingdale, E. C. Siler; Liberty, H. K. W. Smith; Marion, T. D. Tharp; Butlersville, Thomas Armstrong; Frankfort, J. E. Morton; Thorntown, John Chawner; Spiceland, Timothy Wilson, O. H. Bogue, N. Newby, N. W. Chamness; Centreville, T. C. Smith, J. C. McPherson; Kewanna, T. W. Fields; Westfield, Ill, J. M. Wright; Corydon, J. H. Madden, J. P. Funk; Kokomo, Sheridan Cox; Marengo, J. M. Johnson; Clayton, F. D. Tharp, T. H. Dunn; Anderson, R. P. Hamilton, J. N. Study; Sullivan, Geo. W. Register, T. W. Craw-

ford (over ninety enrolled second week); Rensselaer, J. H. Snoddy; Mary W. Whiteside, superintendent of Peoria county, and Mary A. West, superintendent of Knox county, Ill., will hold a union drill institute at Elmwood, Peoria county, beginning August 2; Burnettsville, W. Ireland; Bedford, W. B. Chrisler, Bruce Carr; Columbia City, A. J. Douglass, Smith Hunt; Hartford City, J. W. Thornburg.

**HINTS.**—To give information is well; to teach how to get it is better.

Estimate your teaching not by what you tell your pupils, but what they tell back to you.

Examinations should be made a test of the pupil's proficiency; not of the teacher's.

Where every answer from every pupil in every class is a complete sentence, distinctly enunciated, there you will find good readers.

The condition of grounds, outbuildings, and entries indicates the discipline of the school before one enters the room.

Those two or three "big, bad boys," if fairly won over to your side, will insure the success of your school. If you want to fail, recognize in them a permanent opposition.

Never show your class a second time ignorance or uncertainty upon a point upon which you could have informed yourself.

Many persons object to physical punishment for children; but they might as well revile God for making a child suffer when it stumbles on a stone.—*Beecher*.

**CIRCULAR.**—The Faculty of the State University wish to inform county superintendents and others having institutes in charge for the summer, that they will, if desired, attend and lecture in such institutes so far as they may be able. They will also lecture at any time during the year, on educational subjects, at such times and places as their duties will permit. Address, at Bloomington, Indiana, any of the following professors: B. E. Rhoads, C. F. McNutt, G. W. Hoss, A. Atwater, T. C. VanNuys. Bloomington, Ind., July 2, 1875.

THE "Advance Guard" is the name of a new temperance State organ to be issued soon from Indianapolis. All the temperance interests are represented. The characters of the editors and of the contributors insures that the paper will be first class, and the friends of the cause ought to give it a hearty and liberal support.

THE Elkhart Normal and Classical School continues its work during the academic year. The fall term begins August 10. A. Blunt and D. Moury, two active educators, are associate principals.

TO SUPERINTENDENTS wishing assistance in their institute work, we commend the following named persons: W. A. Boles, Shelbyville; Eli F. Brown, Richmond; H. S. McRae, Muncie; Geo. W. Hoss, Bloomington; E. H. Butler, Attica; Geo. F. Bass, Indianapolis; A. C. Shortridge, Lafayette; D. E. Hunter, Bloomington.

## PERSONAL.

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J. W. STOUT has been elected superintendent of the North Vernon schools.

W. B. WILSON, of Spencer, takes charge of the schools at Edinburgh.

J. H. MARTIN, Edinburgh, goes to Franklin as superintendent.

E. H. BUTLER, of Lawrenceburg goes to Attica.

M. A. BARNETT, of Attica, goes to Elkhart.

J. R. TRISLER, principal of high school, has been elected superintendent of Lawrenceburg schools.

B. F. OWENS, of Clear Spring, takes the Noblesville schools.

W. R. WILLIAMS, superintendent of the Angola schools, was elected superintendent of Steuben county.

J. E. MORTON was re-elected superintendent of the Frankfort schools.

C. W. HARVEY has been at Greensburg seven years, and will continue.

SHERIDAN COX will still remain at Kokomo as superintendent. Wm. McClain continues in the high school.

A. J. SNOKE has been re-elected at Princeton.

H. B. JACOBS will continue as superintendent at New Albany.

WM. B. RICHARDSON, who is Mayor of the city of New Albany, has also been elected Professor of Music in the public schools—two novel offices to be thus associated.

T. J. CHARLTON remains at Vincennes as superintendent. Lewis H. Prugh continues as president of the Vincennes University, and H. R. Gass as instructor in the same.

DR. JOHN S. IRWIN, who has been for many years a trustee of the Fort Wayne schools, has been elected superintendent of the same, *vice* J. H. Smart, elected State Superintendent. Dr. Irwin is not a *practical* school man, but he has a classical education, has been interested in the common school work for years, and he has practical common sense. He will succeed.

GEORGE P. BROWN continues in charge of the Indianapolis schools' J. J. Mills as assistant superintendent; Miss N. Cropsey and Miss Anna Barbour as superintendents of primary work. Jesse H. Brown, late assistant superintendent, has been elected superintendent of Drawing.

PROF. N. NEWBY, formerly of the State Normal School, now of Spice-land Academy, was recently married to Miss S. Carrie Talbert. We are always glad to tell the good news when an "old bachelor" makes his escape.

J. C. GREGG proposes to reorganize and regrade the Tipton schools next year. The school attendance is about 800.

JOHN COOPER remains in charge of the Richmond schools.

WE regret to learn that W. H. Wiley, superintendent of the Terre Haute schools, is seriously ill.

"BOTH BOARDS" have re-elected J. K. Walts superintendent of the Logansport schools.

W. A. BOLES cannot yet be spared from Shelbyville, so the trustees and the people think.

D. D. LUKE will still continue to supeaintend the Goshen schools.

PROF. W. B. MORGAN leaves Purdue and goes back to Earlham.

O. H. SMITH, late superintendent of city schools, Jeffersonville, goes to Rockport.

L. B. SWIFT will superintend the Laporte schools again next year.

## BOOK-TABLE.

SHELDON'S FIFTH READER. New York: Scribner, Armstrong & Co. T. Charles, 63 Washington street, Chicago, Western Agent.

Mr. E. A. Sheldon, the author of this book and the series that precedes it, is the noted President of the Oswego Normal School, and his methods are familiar to hundreds of our best teachers. Perhaps no other one man has done so much in the last fifteen years to develop and disseminate new methods of imparting instruction as Mr. Sheldon. His books, of course, are arranged to carry out his ideas. We have heretofore spoken of the lower Readers, and it remains now for us to mention the Fifth only. This volume contains 482 pages, all reading matter. Not a rule, not even a line of preface is to be found in the book. We rather like this, as rules and instruction are for teachers rather than for pupils. For the benefit of teachers Mr. Sheldon has prepared a manual which is full and comprehensive, giving to teachers more minute directions than would be proper to place in the text for children.

The selections in this volume are almost exclusively from living authors, and largely from those of our own country. They are such as boys and girls will readily understand and be interested in; something that cannot be said of many books of this grade. The pictures are not simply to look at and to occupy space, but serve to illustrate and make clear the lesson in connection with which they stand. The paper is superior, the type clear, and the binding good.

THE COUNTRY GENTLEMAN, published by Luther Tucker & Sons, Albany, N. Y. Weekly. Price, \$2.50 per year.

This is acknowledged to be the ablest weekly publication, devoted to agriculture and kindred topics, in the United States. Every branch of farming, crop and stock raising, the orchard, the garden, the poultry yard, in short, everything receives its share of attention. Every farmer should read at least one such publication, and we advise him to send for the *Country Gentleman*.

In our next No. we will review Robinson's Shorter Course in Arithmetic, by Ivison, Blakeman, Taylor & Co.; Worcester's Dictionary, Brewer & Tileston; Science Primers, D. Appleton & Co.; Olneys's Primary Arithmetic, Sheldon & Co.; Ridpath's History, Jones Bros. & Co.

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## LOCAL.

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NORTHERN INDIANA NORMAL SCHOOL.—This institution closed its second year July 8. The past year has been one of great success to the Normal. Though laboring under many difficulties, yet it seems that God, in his kindness, has caused its success to surpass anything ever recorded in the history of schools. Annual enrollment more than 1,200 different students. The extensive preparations that are being made indicate that, so far as human power is concerned, the future of the school will be no less marked than the past. An additional school building and two large boarding houses are being erected, which, when completed, will make the valuation of the property, at a very low estimate, \$100,000. Everything, we understand, is to be in readiness for the fall term. In some future article I will give a description of the buildings, apparatus, libraries, etc. This remarkable school, though so young, has accomplished a great work in our midst. The good results are plainly visible in the schools, not only in northern Indiana, but throughout the whole of this State, and in parts of many other States.

The Normal at Valparaiso differs from all other normal schools and colleges, and seems to occupy a position among our educational institutions which meets the wants of a larger class of students than any other school. Its doors are open to all; rich and poor alike receive a hearty welcome. It is under no denominational or party rule. Students of all creeds and parties find this their home. No preference is shown. The results thus far prove that more actual good is accomplished by this arrangement than where strict discipline is enforced.

Many years past, we were of the opinion that where the attendance was so large, the work must necessarily be slighted. Experience and observation have fully convinced us that such is not the case; the larger the attendance the more competition and enthusiasm, hence a more thorough work can be accomplished. Besides, more experienced instructors can be secured. Permit me here to say, that the salaries of the teachers at the Normal range from \$1,000 to \$1,500 per annum, which amount is

sufficient to secure the very best of talent. The classes do not become larger on account of the great number present, but additional teachers are employed, so that each student receives personal care and attention. The instruction is practical, just such as meets the wants of the times.

The expense of attending the Normal is less than at any other institution in the land. (Board and furnished room \$2 to \$2.50 per week. This seems almost incredible, yet a moment's reflection will convince any person that good accommodations can be had at these low rates. Providing for so large a number enables the proprietors to purchase at wholesale rates, and as there are no charges for providing and preparing the provision, as good board can be furnished for \$2 as ordinarily at \$3 or \$3.50.

The tuition is only \$7 per term; this includes the Commercial Department, and, in fact, everything excepting German and Instrumental Music.

Besides all these advantages, what must strike very forcibly every reader of the Journal is the fact that every advertisement is backed up by the following guarantee: "If everything is not as represented, or should students be dissatisfied with the work in any of the departments, all money will be refunded." This we know is not simply a statement, but is strictly adhered to in every case.

Taking everything into consideration, we believe this school to be by far the cheapest and most profitable institution of learning in the land.

\* \*

A NORMAL of six weeks will be held at Burnettsville, White county, beginning July 26, with a full corps of teachers. The county superintendent, W. Irelan, will have charge.

WANTED.—A position in a High School. Good references can be given. Address X., this office.

PARKE County Normal Institute will commence August 2d, and close August 27th; David W. Dennis, of Earlham College, and Miss Mattie Curl, of Bloomingdale Academy, instructors, with other able assistants. It will be first class.

ELUND C. SILER, Sup't.

THE I. B. & W. Train, No. 5, leaving Indianapolis at 7.10 P. M., reaches Omaha at 10.45 next evening, making but one night out and ten hours in advance of any other route.

SEE the advertisement of Purdue University.

WE regret very much that the report of the meeting of County Superintendents has been omitted for this number of the Journal. About forty superintendents were present, and the meeting was a very profitable one.

**\$5 to \$20** Per Day at home. Terms free. Address G. STINSON & CO., Portland, Maine. 2-1y

# TABLE OF CONTENTS.

	PAGE.
On the Education of Deaf Mutes.....	349
Primary Instruction in Drawing .....	354
The study of History as a means of mental culture.....	358
The teacher must steadily and constantly improve.....	361
A Lesson in Pronunciation.....	363
Development of Character.....	364
Reform in English Orthography.....	366
Scholarship—National Institutions.....	368
Wrong use of Words.....	371

## OFFICIAL—

The Centennial at Philadelphia; Educational Department.....	373
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## EDITORIAL—

Shall the State University and Purdue teach the same curriculum?.....	377
On the teaching of morals.....	378
Purdue University.....	380
State Normal School.....	381
Who shall determine what pupils shall study at school, teachers and trustees or parents?.....	382
Reading.....	384
The State University.....	386
Pedagogics in Colleges.....	387

## MISCELLANY—

Questions for the examination of teachers.....	389
Indianapolis school statistics—The Hopkins memorial.....	391
Greek in the State University—Bogus Programmes.....	392
Wabash—School statistics.....	393
County Institutes and Normals.....	394
Hints to teachers.....	395
Personal.....	396
Book-table.....	397
Local.....	398

THIS No. of the Journal contains fifty-one pages of reading matter exclusive of advertisements.

WE call special attention to the advertisements this month. They represent most of the leading school book and school furnishing houses in the country.

# INDIANA SCHOOL JOURNAL


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No. 9.

## DISADVANTAGES UNDER WHICH COUNTRY TEACHERS LABOR AND HOW TO AVOID THEM.\*

J. A. C. DOBSON.

 FEW years ago the disadvantages incident to the life and profession of a teacher, and the troubles which continually beset him, were so many and so grievous that few persons thought of engaging in the work of teaching as a profession or life-work, but only engaged in it temporarily to enable them to prepare themselves for something better; and thus the business of teaching, which has since grown to one of the desirable and learned professions, was then only the chrysalis condition of the learned professions.

But in more recent years, as our school system has grown and institutions of learning have sprung up all over the land, and knowledge has been much increased, much of the tribulation which beset the pioneer pedagogue has passed away, and now the disadvantages under which the teacher labors, and the difficulties which beset him in every community are, in proportion to the proficiency to which the art of teaching has been brought in that community, and the professional attainments and energy of its teachers. Hence, we naturally speak of the disadvantages which attend the labors of the country teacher where this professional

\* This paper was read at the Superintendents' Convention in July last, and contained so much good thought and so many valuable suggestions, that a unanimous vote was passed to have it published in the Journal.



attainment and energy is deficient, and it is true that the country teacher endures many trials that his more favored brethren of the towns and cities dream not of.

While it is not within the scope of this paper to contrast the disadvantages of the country teacher with the advantages of those who labor in towns and cities, yet it is of the unfavorable conditions which surround the country teacher as such, that we are to speak.

There are many physical and circumstantial obstacles in the way of perfect success in the country, that are unavoidable and insurmountable, and must of necessity always prevent the accomplishment of such results as do follow the labors of teachers of equal ability in towns and cities.

But the principal disadvantages under which we in the country labor, and which have hitherto prevented and do still prevent the accomplishment of such results as usually follow the labors of town and city teachers, *are avoidable* by proper administration and are even now rapidly disappearing, and will soon no longer hinder or make us in the country afraid of our city brethren.

Irregular attendance is perhaps the most serious obstacle in the way of our success in the country, and is the direct and legitimate parent of more than one-half the disadvantage under which we labor. Its direful effects are severely felt in a majority of the country schools. It is impossible to properly grade or classify a school where it exists. It imposes upon the teacher much extra labor to interest the irregular pupils, and assist them to keep up with their classes. It causes an abatement of interest in those who do attend regularly and robs them of their rights in the school. It prevents the adoption and successful prosecution of any systematic plan of government or instruction, and demoralizes the affairs of a school generally.

How to eradicate this great evil is a problem that I fear will never be fully solved, but much can be done to lessen it and to bring up the standard of attendance in our country schools.

In my county and, I believe, throughout the State, the comparative attendance has been much increased under county supervision.

The following are some of the means we have used to effect this increase:

The Board of Education made an order requiring an excuse

from parent to teacher for absence and tardiness of pupils, and fixing a penalty therefor, which the trustees were expected to enforce. Though this met with considerable opposition from parents at first, yet it did much good as a means of calling the attention of parents and others to the evil consequences of this bane of our public schools, and caused them to think about it and talk about it, and in this way many were properly impressed with the great wrong done their children and the schools by keeping them from school on frivolous accounts.

Our trustees furnished each teacher a list of the parents and guardians enumerated in his district, and the number of children listed by each. This was not merely a list, but a kind of descriptive catalogue of the district, containing bits of historic information, peculiarities of parents, children, etc., etc., which would be of any advantage to the teacher in his government or otherwise, and which would enable him to get a "good start," and assist him in bringing every pupil in the district out to school.

With this list the teacher compared his school to ascertain who in his district were absent who should be in school, and immediately sought the cause of the absence, and made every effort to apply a remedy.

Every teacher was exhorted by the trustee and myself to bring his school enrollment as near as possible to the district enumeration, and his daily average as near as could be to his enrollment. These points were incorporated in the teacher's monthly reports to the county superintendent, a copy of which was sent the trustee, and when the enrollment or average daily attendance in any school was below what it should be, it became the trustee's duty to look after the matter and discover the cause and apply the remedy, which was usually a visit to the parents of absent or irregular pupils for the purpose of calling their attention to the importance of regular attendance, and admonishing them in a friendly manner to do their duty toward their children and the school.

In this way there grew up a mutual friendship between trustee, teacher and parent, which was the result of a mutual interest. This resulted in great good to our schools and cannot but have a similar happy effect wherever such a course is followed.

Generally, in a country school, about one half the pupils enter

school at the beginning; the other half straggle in until about the middle, and then begin to drop out until at the close of the term it is usually very small.

Under such circumstances as this, coupled with a deficiency of text-books which usually exists, it is very difficult, indeed, to properly grade and classify a school, because of the great diversity of scholarship among the pupils of the same age, and the difference in their advancement in the different branches, because pupils have been permitted to study such and only such branches as suited their own fancy.

In addition to the means suggested for securing regular attendance, which, when once secured, makes the work of gradation and classification in a mixed country school perfectly practicable and comparatively easy, I would further suggest that it is not best to wait until we have secured regular attendance to introduce gradation, for gradation itself will assist us much in securing attendance. And, as Mr. Greeley said, "the way to resumption is to resume," so I think the way to *gradation* is to *grade*, and a teacher who enters a mixed, ungraded, country school, should lose no time in the work of gradation, but should fix his course of study and arrange his gradation at once, and stand rigidly by both in every department of his school, and every pupil, rich or poor, large or small, who for any cause fails to keep up with his grade should be required to fall back promptly to his proper grade.

In this way we excite a healthy emulation amongst the pupils of the schools, and create new incentives to labor by stimulating their ambition, their respect and pride.

In the usual unsystematic manner of conducting a mixed school it is impossible to reach any of these motives. While by this systematic organization life, energy and snap are infused into every pupil. And when we get the pupils of a country school interested, that interest soon extends to the parents and the neighborhood generally, and in such a school there will be little trouble about irregular attendance or absence. Therefore, I believe the way to grade a school, is to grade it, and that gradation is of very great assistance in securing interest and attendance, and an excellent method of avoiding many of the disadvantages under which country teachers labor, and greatly diminishes the arduous labors of a teacher of a mixed country school.

The obstacles in the way of an established course of study and a system of gradation in the country schools have been so many and so great that but a short time ago they were thought by our best teachers to be practically insurmountable: but my own observation has taught me that it is not only possible but perfectly practicable, and that a teacher of ordinary ability and some perseverance, can, in one or two terms, bring almost any country school to nearly perfect gradation, and be able to follow a suitable course of study, except in regard to a few of the larger pupils whose education has been neglected, and who, on account of the short time they will have to attend school, should be permitted to pursue the study of such branches as will be of most use to them in after life.

The only remedy for the large number of classes a teacher is compelled to hear in a country school is gradation, better classification, and the establishment of township graded schools.

Another very annoying and troublesome disadvantage under which the country teacher labors, is the ignorance and conservatism of parents, which, in many instances, amounts to what Josh Billings called "pure cussedness." There is a general want of sympathy for the teacher, and a disposition to find fault with what he does, right or wrong, and to greatly magnify his small errors.

One patron has governmental suggestions to make every time he meets him, and which are usually made in no amiable spirit, and take their origin in the teacher's efforts to discipline that person's precious and precocious boy.

Another does not like his method of "larnin scholars." Two or three do not believe he begins school early enough in the morning or teaches late enough in the evenings, and that his recesses are too long. Still others think he has "big head," and is too lazy and proud to clean his room and make his own fires, and are perfectly frantic with disgust, and wonder what the world is coming to next, when they learn the trustee is paying for having the house swept and the fires built.

The country teacher quite often finds his most cherished and approved methods of instruction and discipline severely condemned and himself held up to the contempt and ridicule of his patrons by some chief "smart" (?) man in the district.

At one of my official visits last winter the teacher conducted

an object-lesson recitation. The object talked about was a book; the recitation was a model one, and did the teacher much credit. I had taken the director with me, and observed, during the lesson, that he was not well pleased, but I ventured to ask him his opinion of the recitation. He answered me, that "he had never seen so much time *fooled* away on one book in his life before."

Some patrons came to me last winter to consult in reference to dismissing their teacher. I inquired into the charges against him, and found one charge was that he had "no more sense" than to try to teach the children to read before they could spell; but the most serious offense was that he "puckered up his mouth too much when he talked."

These and a thousand other untold annoyances, the offspring of ignorance or superstition, and sometimes malice, continually harass teachers in the country and hinder their success.

The august director is quite often the teacher's chief persecutor, and, as a last resort, he appeals to the trustee, who is so afraid of his official head that he refuses to stand by the teacher when he knows he is right, and the poor teacher is left to fight his own battles single handed.

Much can be done toward educating the people in this important matter by county and township institute work, and for this purpose we, in Hendricks county, hold our county institutes at different points in the county, and our township institutes at different places in the townships.

We invite the people to attend and see our work and hear our recitations and discussions. We prepare and carry out special programmes to meet the specific wants of certain neighborhoods, and this we find is an excellent antidote to fogysm.

These obstacles will in a great measure disappear as the country grows in wealth and the people become able to support a longer term and pay better wages, and as the interest in education increases.

Teachers have it within their power to rapidly remove these and all other impediments in their way by devoting themselves earnestly to their work and laboring incessantly in every way possible to increase their own efficiency, and to create a healthy educational interest in their own community.

The frequent change of teachers in the country is very unfavorable to them, and is the cause of many personal and profes-

sional disadvantages. A teacher is not usually permitted to stay long enough in the same school to lay out and complete any systematic course of work, but has only time to lay a foundation when he is succeeded by another who raises it and builds upon its ruins another one after his own plans, and straightway he is succeeded by a third who repeats the same operation. I care not how systematic and uniform may be the work of our training schools, the teachers who receive this training will not be able to perpetuate this uniformity in their work in the school room without a more perfect system of superintendency than we shall ever have in the country; for the reasons that every teacher has an individuality of his own which will greatly modify his normal theories and models, and this distinct and peculiar individuality will soon so impress itself upon his ideal models as to completely metamorphose the original.

This individuality will impress itself upon the pupils under his charge, and this is the reason that every teacher who first takes charge of a school has such great difficulty in working it up to his own ideal.

The manner of government, modes of punishment, and methods of instruction of his predecessor, have been of a different type to his own, and the plastic material with which he is dealing has been moulded after that type, but now must be recast into other shape.

For some time he does not understand his school, nor does his school understand him; he forms a very poor opinion of his predecessor and his work, and for the same reason every pupil who loved the former teacher will not think much of the new one, who will struggle on and labor very hard to "work up" his school, believing all the time that all this hard toil has been made necessary on account of the worthlessness of his predecessor, when perhaps he is in reality undoing better work than that with which he is to replace it.

But the people are the power behind the throne, and, right or wrong, their will must be heeded, and they do often, on very unreasonable, unjust and unprofitable grounds demand the removal of teachers, and it only remains for us to do all we can to neutralize the evil consequences of their want of wisdom, and this can only be done by efficient supervision.

In almost every country school we meet with more or less dif-

ficulty in getting parents to furnish proper text books, and the various causes from which originate this want of books greatly aggravates the trouble and makes the remedy difficult.

Some parents refuse to provide them from mean parimoniousness, others want their children kept in the speller alone two or three years, and get out of all patience and "slop over" if a first reader is called for first; still others think "readin, written and spellen" enough for their children yet awhile.

Again, others bring books not in uniformity with those in use in the school, or they come with half a book or no book at all. Very often the want of proper text-books is the fault of the pupil. More books means more work, and to avoid this nothing is said at home about the want of books.

As teacher, trustee and superintendent, I have long battled with this evil, and sometimes decisive measures will succeed; but my experience is, that no amount of scolding by the teacher, or coercive orders from trustees will do much good, as "this kind goes not out by fasting and prayer;" but if we add to our faith, patience and long suffering, ingenuity and live works we will succeed.

I would suggest the following remedy, which has assisted us very much in our county: Each pupil is placed in the grade, class and branch where he properly belongs, whether he has suitable books or not; but little is said at first about books; the pupils are left to find out for themselves how badly they need them; the class is at first placed under oral instruction, but as it advances text-books will be needed. Some members of the class, having had books from the first, will have had greatly the advantage of those who had none, who will not be long in making the discovery, and will make it *hot* about home until they get books.

I have several times referred in this paper, incidentally, to the great want of proper and efficient supervision in the country schools, and I am certain that not until we have it will our country schools reach that full measure of success of which they are capable, and the end to which all friends of public education must labor is county and township supervision, for the territory of an average county is much too large a field for one man to do much good in, I care not how active or energetic he may be. We must not only have more assistance, but more power. Under

our present system, a county superintendent is as much in want of real power as he is of adequate reward for his services.

In conclusion, let me say that, notwithstanding "backward steps" have been taken at this point and attempted at others, I have such an abiding faith in the backbone energy and unconquerable zeal of the friends of education, that I feel perfectly safe in the prediction that the enemies of public education will be overthrown "horse, foot and dragoon," and that our American school system will go on improving to perfection itself, and we must not be discouraged in the least, or abate one iota of our labor, but remember that the "blood of the martyrs is the seed of the church." If we do this, our glorious system of public education will be saved, and those who would take "backward steps" will soon be ashamed of themselves.

I have all this time been looking upon the dark side of the picture; but it has a bright side, upon which I would like very much to look for a short time, for the purpose of showing that country teachers have advantages as well as disadvantages but my paper has already transcended its prescribed length and must close.

The clouds that have so long hung like a dark pall over our country schools are lifting, and soon will only be seen far in the background, and then will these schools shine forth in the educational firmament of our public school system with a brilliancy unexcelled by the educational stars of greater magnitude which surround them.

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## THE KINDERGARTEN—WHAT IS IT?

MRS. WOOLSON.

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THE Kindergarten is an institution of which people in general hear much and know but little. That the word means literally children's garden, and signifies some strange, foreign method of instructing children by turning study into play, is the utmost that the public gathers concerning it from the literature of the day. Some prejudice, even, attaches to the new system



where it is but vaguely understood ; it is supposed to be a pleasant substitute for real work, delightful to the childish temperament, but questionable as a means of instilling into it the learning of the schools. People who entertain the notion that a childhood, to be profitably spent, must be subjected to daily repression under the eye of the teacher, and take its revenges in lawless hilarities when once out of doors, distrust the new-fangled ideas that would seek only to develop, and not to oppose, the natural tastes.

They often recall, with no little satisfaction, their own early school days, when they passed their time mostly in dull inaction upon hard seats, enlivened now and then by a recitation, which consisted in standing at the teacher's knee, in great discomfort of mind and body, and drawling out the names of certain printed figures called letters, to which an awful penknife directed their eye. School appeared to them then as a place of penance from which their souls revolted, but to which they were driven merely because it seemed the thing most contrary to their wishes ; and this is the aspect which they believe it should ever wear to the mind of the child.

But a pedagogue has risen in these latter days who insists that this process is entirely wrong ; that it aims to train only one portion of our nature, and does that but poorly, and that its methods are calculated to disgust a child with learning at the very start. Rousseau, indeed, had uttered the same protest long before, vehemently, and with many fierce denunciations of the follies of his age. The world listened, admitted that he was more than half right, but laughed at his glorious chimeras, and still kept its tender youth bent over their primers and pothooks. Pestalozzi listened, and following his bold lead, reduced to successful practice many of the principles thus declared. But there was much for him to perform ; he could confine himself to no one period of life. Frederick Fröbel, a younger man than he, and at one time his pupil, realizing that the bent of the mind and character is given in the earliest years, set himself to the task of evolving a course of training for the youngest minds. He spent a lifetime in studying the natures of children, and the best means of training their varied faculties ; and when he died, in 1852, he had perfected a system full and harmonious, and had thoroughly tested its efficiency. It is this which is now claiming the atten-

tion of parents and instructors under the name of the Kindergarten.

The first stage of education is all that it claims to effect; with later work it has nothing to do. It must not, therefore, be confounded with object lessons, which are deservedly gaining a place in all schools, even the highest. The latter are an outgrowth of the same principles upon which the Kindergarten is founded, but they are disjointed exercises that may be grafted upon any process of study, at the pleasure of the instructor; the former is a system complete in itself, and makes no compromise with the old practices, but sets them utterly at naught, and assumes the entire control of the pupil's mind, during the first years at school.

That it is entirely unlike our present method of teaching the elements of education will be evident from a few statements. And first: while our public schools are commonly forbidden by law to receive pupils younger than four or five years of age, the Kindergarten system makes it desirable, and almost necessary, that pupils should be entered at the age of three years, and often they are admitted even younger than that. At the age of seven they have completed the instruction of the Kindergarten proper, and are ready to pass on to higher schools.

*Second.* Although the child is supposed to be at the Kindergarten for four consecutive years, he is not taught his letters there, and has no need to use them, as he never sees a printed book in the hands of his teachers or scholars during that time. As a special favor to parents he may be allowed to learn the alphabet and simple reading, just before he leaves to prepare him for the education that awaits him elsewhere, but this forms no part of the Kindergarten system itself.

*Third.* In the place of text-books, he has a great variety of materials given him to work with; and from these, used with care and method under the eye of the teacher, he learns not only the elements of many branches of study now taught in our higher schools, but also the first steps in several trades and artistic pursuits. Of these materials and the mode of their use we shall speak more fully hereafter.

*Fourth.* Our present schools seek to repress all activity in young children during the school hours, keeping them to desk and chair during the whole session, except at recess, and forbidding free-

dom of motion as detrimental to their progress; but this system recognizes the natural love of activity in children as good and essential to their health and well-being. Instead of repressing it endeavors to turn it into proper channels, and to make it one of the chief agents for the instruction of its pupils.

*Fifth.* In all its exercises, it aims especially to train the eye as a means of informing the brain, and to endow it, early in life, with the power and habit of close observation upon objects that come before it; for it holds this to be the principal source from which knowledge is obtained, whether it be from the life around us, or from an accurate study of the printed page.

*Sixth.* While the eye is trained to nice discrimination, the hand is practiced in many dexterous employments, that it may be fitted to manipulate different materials with accuracy and ease. The Kindergarten recognizes the dignity of labor, and insists that its pupils shall not only know, but do; that not only their receptive, but their constructive faculties shall be taught and developed. It holds that the present mode of conveying instruction tends to enervate and to undervalue the physical powers, to induce laziness of body, and to disjoin two things which should always be united, thinking and acting.

*Seventh.* It encourages children to investigate for themselves, and to see and verify whatever the teacher tells them to be true. When a statement is made concerning any object, the object, if it be possible, is placed before them, that they may fully comprehend and believe. The mere memorizing of facts which other people have discovered, is regarded as tending toward servility of mind and a lack of self-reliance, and is contrary to the spirit of its teaching. The time has not yet arrived for the student to acquaint himself with the past labors and accumulated thought of mankind.

*Eighth.* It believes a love of beauty to be native to all, and a source of great happiness and culture, if rightly trained; and in all its occupations the development of this is made one of its chief purposes. The harmony of colors and the charm of their contrasts, the symmetry of grace and form—about which so many adults are now lamentably ignorant—are taught in a way never to be forgotten.

These, as far as we understand and can state them, are the striking peculiarities of this new system. We might speak of many

other features, but these are sufficient to prove that here is something original, at least in its conception, and striking at the very root of all our old processes of inducting children into knowledge by means of the A B C's and the spelling book.

Let us consider more minutely the means and the materials by which its lessons are conveyed. We will enter one of its school rooms and observe the pupils at their work. And, first, we may remark that a Kindergarten is not commonly a garden at all, though Fröbel would make this a part of his plan, but a large room, one portion of which is filled with small desks and the other left open for plays. We find the little scholars at their desks, with a square piece of white paper lying before them. They are beginning their lesson in geometry, though they probably do not know the meaning of that word, and only call it folding paper. The teacher, standing before them, questions them about the shape of this square, about its lines and its angles, and afterwards directs them to place it with a side toward them, parallel with the edge of the desk, and to fold, it may be, the right lower corner over the left upper corner. She watches to see that each one does this exactly, and without direct assistance. Then they are asked about the triangle they have thus formed, the number of its sides and angles, and what kinds of angles are found in its different corners. They open the papers again, and observe how many triangles were made by the creased line, and how this line divided the whole space and two of the angles. The square is folded also with side against side, making two oblongs, and the changes thus made are noted. Other foldings into smaller squares succeed, giving rise to repeated questions and answers. Finally, the children are allowed to make of the paper, now creased in many regular lines, any fanciful object they choose, and each one constructs for himself a table, a box, a bird, or a house. This finishes the exercise, and they rise for a play. There are many of these plays, pretty little inventions, such as only a German mind could conceive, and in them the pupils usually sing together, either in German or English, tossing a ball, perhaps, or counting; or they run and skip, or depart on imaginary travels and return to relate their adventures.

This over, they begin another exercise at the desk. If it is arithmetic, the announcement is hailed with great glee, for it is their favorite study. They count tiny wooden sticks, that are

given to them tied up in bundles of ten, and from their experiments with them they learn the four elementary rules. Boxes of cubes, divided in various ways, form part of their materials, and show them the relations of solids. With two squares of colored paper cut into fine slits they weave many beautiful patterns; on perforated card-board, with bright worsteds, both boys and girls learn to sew and to embroider; they draw sample lines, and prick the outlines of pictures on blank paper, and in clay they model simple forms. But space would fail us to describe the varied means by which the eyes and minds of the children are kept alert and interested, and their bodies unwearied and active, while they are learning the elements of so many pursuits. All seem happy in their work and courteous to each other, and, in their games, full of fun and spirit, properly controlled. There is no unnecessary noise; no one speaks without permission, but all inquiries are encouraged and patiently answered. It is only the forenoon that is thus spent; in the afternoon they are free at home. School is a pleasure to these pupils and not a torment, and great and unusual must be the attraction which can induce them to stay away.

Thus it will be seen that the Kindergarten adapts all its processes to the nature of the child. He lives and delights in the visible world—it appears to him full of novelty and charm; the abstract is as yet beyond his comprehension. The letters of the printed page are only representations, and not the real things; he cannot yet understand their value, and turns to them with indifference. Learning, to attract him, must address itself to his perceptions; for, while his reasoning powers are still dormant, his senses are all alive, and the actual objects that surround him are viewed with the keenest interest. He must see first; afterwards he will think.

The advocates of this new system claim for it extraordinary merits, and we believe they are not exaggerated. A long and practical acquaintance with schools leads us to be wary of many of the changes so freely proposed on every hand; but this stands the test of close study and examination. We have read its literature, heard lectures from its expounders, conversed with its teachers, and visited its schools; and the result has been to convince us that it is a true and efficient method of starting children in life with a zest for knowledge, a body active and serviceable,

and senses quickened and trained. When, in later years, the pupil will have to submit to much laborious study, as a discipline for his mental powers, and to grapple alone with many problems of thought, he will find himself well equipped for the work by that early awakening and wise direction of his powers which the Kindergarten has given.

New ideas make slow progress among masses of men; but when we consider that it is only twenty years since the founder of the Kindergarten died, that he was a man without station or influence, and took but slight pains to spread abroad his system, that he himself wrote but little concerning it, and that most works on the subject are still untranslated from the German, the progress which these schools have already made is most encouraging. The Austrian government has just issued an order establishing the Kindergarten as a part of the regular school system of the empire, and requiring educators, even those of the higher grades of schools, to receive a course of training in the principles and the methods of its teaching. In Prussia these schools exist in all the larger cities, and many of them are supported there by the municipal governments for the benefit of their poorest classes. In France and Switzerland they are found, and the Italian Minister of Instruction has lately called public attention to the great merit of "this new evangelical work," as he terms it. Even Hungary has set apart a sum for the purpose of sending young ladies to Germany to perfect themselves in the system of Fröbel. America, with the great stake she has in the right education of her people, will not be far behind in inaugurating such a reform. When once she has acquainted herself with their worth, it must be that she will give Kindertartens a hearty indorsement, and proceed to adopt them as the most valuable of infant schools. They are already taking strong foothold among us, and winning able converts. Private institutions, more or less in conformity with the true Fröbel idea, succeed in many places, and some of our larger cities support four or five.

But so long as Kindertartens remain private schools, with the tuition fixed at from \$60 to \$100 per year, they will be of little real importance. It is only as a part of our common-school system that they can produce any considerable results. The city of Boston has already shown her desire to test their merits, and for the last two or three years one has been maintained at her ex-

pense, under the supervision of a special committee. This committee, in all their reports, declare the experiment to be a success, and express their warm approval of the work this school is effecting. St. Louis has just added one to her department of normal instruction. Other communities will be led, in time, to follow their example; and when the value and practicability of Kindergartens are once made clear to the general public, we cannot doubt that they will become established everywhere as a new grade of our common schools, intended to precede the primary schools and to take from them one year, or more, of their present course. Our towns and cities will then be called upon to begin the education of their children at three years of age, instead of four or five. This will require a considerable addition to the school funds; and here the first practical difficulty in the way of the immediate establishment of these schools is met. Our ablest educators are beginning to concede their efficiency, and to admit that competent teachers in sufficient number can soon be trained by the superior instructors already among us; but they question whether the public voice will approve the additional outlay which will be required. If it will not, it is only because there has been, as yet, no sufficient opportunity for learning the value of what this outlay will procure. Our American people do not need to be told that they can afford to retrench in all things save in education; and that there they must be lavish with their money and unsparing with their pains, if they would not render their republican government a failure, and their own individual lives a series of awkward experiments. They know that the faculties of the citizen, when rightly trained, bring to the State its greatest wealth, and that it is cheaper to instruct children than to maintain paupers and convicts.

Our prisons, houses of correction and reform schools, are but the acknowledgments in brick and stone of our past blunders in educating our youth. It were better to give small urchins of our worst quarters a right start in life, compelling them to attend a school such as this, and imbuing them there with a love of study and work, than to allow them to drift about among the haunts of wickedness, to learn sin and practice vice, and then to pour out our money after they are grown in trying them for misdemeanors before our courts and in guarding their useless lives in prison for the greater part of their days. Kindergartens must in time be

recognized as the first step in this great work of bending all the faculties of all our youth toward virtue, toward productive labor, and toward unselfish devotion to the general good. When we are wise enough to train the twigs aright, we shall not need to wrench back and straighten the crooked trees.—*New York Journal of Education.*

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## EDUCATION AT ITS SOURCES.

A GREAT deal is said, and well said, and a great deal is done, and properly done, in regard to the education of children and youth. Yet, notwithstanding the attention which so important a subject receives, and in spite of the improvements in schools, public and private, a considerable portion of the rising generation do not exhibit the progress which the efforts in their behalf should produce. There are exceptional cases, in which pupils appear signally to profit, and there are, on the other hand, exceptionally bad and uncultivated youth, upon whose minds and morals education appears to make no impression whatever. There is hope, however, even for them, as they grow older. And there may be disappointment in regard to the after lives of good pupils, unfortunately, there are too many who seem to make only the worst use of what they have been taught, and to become more mischievous than otherwise through their very advantages.

There must be a reason for this partial failure of education, since there are causes for all things. Education *inside of the school house*, however excellent the mode in which it is imparted, occupies but a brief portion of the pupil's time. For many hours of every day, and for two whole days out of seven, the pupil is away from the school room, and under other influences, which go a long ways towards shaping his character for good or for evil, and to "educate" him for success in life, or for failure; for an honorable career, or for one of idleness or perhaps infamy. Children are "preceptiveness" personified—always ready to take and to absorb whatever may be nearest them. They are especially obedient to the influences which *habitually* encircle them. They readily take the tone and color of their surroundings, and their characters are more dependent upon their associations out of school than upon anything which they acquire in what is technically called education, whether secular or religious.



Children are everywhere. It is seldom that one can speak that young ears are not open to hear, for children are *listeners*. It is seldom that one can move that young eyes are not watching him, for children are *observers*. As listeners they are most earnest, as observers most diligent. The world and life are new to them, and they take a great interest in things of which their elders are weary, and to which men pay little heed. To speak upon the parental charge is to enlarge upon a theme the importance of which, though too much neglected, is still never denied. Another aspect of the subject is quite as important as the family relations, though less often presented. An old writer says: "Children should be treated with the utmost reverence." Not simply by parents, for love rules or ought to rule in the family relation, and reverence to parents in the household has a stronger claim than reverence for children. Even in the household, however, the spirit of the maxim holds good.

But, out of doors, in the street, in the places where children hang like a fringe upon their elders—and children, as above said, are everywhere—that considerate conduct to children and before children, which is the basis of the maxim, should be observed. This is not because they possess any claim to the qualities which usually demand reverence, such as superior wisdom, or power, or position: but because of their innocence. For this they are to be treated with deference. If any human creature has this claim to honor, it is the little child. And if the children have it not, it is because men and women have despoiled them of their best possession of humanity. Profane and ribald talk before a little child is sacrilege against the innocence of childhood. And bad deeds, practices, or habits, indulged in before children and youth, are acted blasphemy against the innocence and purity which the child should have, and would have, if he were "simple concerning the evil."

The profanity and obscenity which few children wholly escape hearing, and the intoxication and violence which must catch their attention, are the causes of more evil in youth than any ordinary deficiency in education can be. Some children, happily for them, are disgusted into propriety by witnessing the evil of bad examples. Such are the dull scholars above referred to who turn out better than could have been hoped. And some, of bright parts and aptness to learn, turn their schooling to bad account, under

the influence of evil example. While dishonesty is tolerated among men, if only the rogue is successful and evades punishment, who can wonder that accomplished and adroit young lads turn forgers and defaulters? And while the tone of much that is printed and spoken leads to a low estimate of vice, and the details of iniquity scattered broadcast are the themes of wit; and while the novel and the drama in too many instances turn for their interest upon crime, and for their amusement upon sensuality, what marvel is it that the shrine of youthful purity is defiled, and that the education of example defeats the lessons of the school rooms? Age may or may not deserve respect; but for the hope of the future, "children cannot be treated with too much reverence;" meaning by this that all persons should be unusually considerate of their conduct and of their words before children, for children are innocent before they are corrupted, and are *educated* to good or bad, more by the living examples set before them, than by the book lessons taught them at school.—*Philadelphia Ledger*.

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VOICE.—This is a point unsettled with the principal authors, is a stumbling block to the more common grammarians and teachers. "*Transitive* verbs have two voices." Clark's Gram., page 108, rem. 1st. Why did Prof. Clark not say, "*Verbs* have two voices," leaving the word *transitive* off. Same author, page 109, rem. 4th.

"A verb taking the passive form, becomes grammatically intransitive." In the last he is correct, but it seems as if he were a little inconsistent. In the first place he means to leave the impression that *intransitive* verbs have *no* voice, and in the second place a verb becomes grammatically intransitive with the passive voice. Let us take the proposition, John *found* a book. Here, *found* is in the active voice. Reverse the sentence thus: A book *was found* by John. Here, *found* is in the passive voice, because the subject receives the action, according to Clark's definition of the passive voice. Mr. Harvey italicises the word *transitive* in giving a definition of voice. Mr. Swinton says but very little about voice, as if it were of no importance. If voice expresses a condition of the subject, then intransitive verbs must have voice. Journal, give us an article on the subject. CHAS. M. WETZEL.

## WHAT GRAMMAR DOES NOT TEACH.

GRAMMAR indicates, only in a limited way, the received usage; there are many idiomatic expressions concerning which it is no help. It does not explain the value of words nor their proper use, and adds little to our vocabulary, though an abundance of words are indispensable to correct speaking and writing. It teaches neither pronunciation nor accent, nor the difference of signification between words improperly called synonymous, nor the propriety of figurative language, nor any of those delicacies of expression which constitute the genius of a language, and characterize a clear, elegant and correct style. So grammarians, who devote their lives to the rules of language, are scarcely famous for their style. I do not know of one who has ever distinguished himself as an orator or writer. On the contrary, the greatest writers, such as Corneille, Pascal, Moliere, La Fontaine, and others, owe nothing to grammar; it did not exist in their time. The same is true of Homer, Thucydides, Virgil, Cicero, Dante, Petrarch, Milton and Shakspeare. Grammar, then, is not the art of speaking and writing correctly, and still less is it the art of reading, by which we ought to commence the study of language. "I should be glad," said Locke, "If I could be shown the language that could be learned by rules of grammar." "A century of theory," said Lemare, "will not advance us a step in the knowledge of language." "It is the grossest mistake," said Condillac, "to commence with rules."—CLAUDE MARCEL, in *Popular Science Monthly*.

The above contains a volume of truth. Nothing is truer than that the study of *grammar* does not give one the power to use the language correctly. All teachers study grammar, and yet not one out of ten can talk for five minutes consecutively on a given subject and not furnish illustrations in false syntax. I know teachers who make grammar a "hobby;" who pride themselves on being able to analyze the most obscure sentences and to parse the most difficult words, and yet they make numerous blunders in ordinary conversation. Let the fact be well fixed in the mind, then, that a knowledge of rules and definitions will never of themselves enable a person to speak correctly. The only thing that will enable one to use language correctly is to use it correctly.

*Practice, practice—drill, drill, drill*, is the only road to correct speech. Children must be taught to speak correctly from the first. The First Reader lesson should be, not simply a lesson in reading, but also a lesson in language. Every school exercise should be made to contribute to the child's power of expressing its thoughts easily and correctly. One of the most effective means to this end is the free and continuous use of "false syntax." Encourage the children to correct one another's mistakes, and, in addition, make frequent blunders for the purpose of having them corrected. This may be an easy thing for you to do. It may come natural. Try this plan and my word for it the result will surprise you. When you have exhausted your store of illustrations, ask your pupils to correct the following, several of which I take from the School Bulletin:

A PRACTICAL LANGUAGE LESSON.—One gentleman said to another, "Where do you live at?" The answer was, "*Forninst* Mr. Black's mill."

I saw two men digging a well with straw hats.

The lady was sewing with a Roman nose.

I perceived it had been scoured with half an eye.

Every person should try to improve their mind and heart.

If any boy or girl be absent, they will have to go to the foot of the class.

He should not marry a woman in high life, that has no money.

The soldiers admired the houses with their gable ends to the street.

I once asked a sick woman how she was feeling. She answered, "I am better, but still feel *powerful weak*."

When I was selling fruit trees in Kentucky, I asked a lady whether or not her husband would probably wish to purchase a few trees. She answered, "No, no; he has already done gone and bought a right smart sprinkle."

A teacher on seeing a gentleman approach said to me, "There is the man where I board."

An auctioneer once advertized a lot of chairs which he said had been used by "school children without backs."

The following advertisement appeared recently in an English paper: "St. James's Church—on Sunday next the afternoon service will commence at half past three and continue until further notice."

"Mr. Smith, I wish to speak to you in private. Permit me to take you apart for a few moments." "Certainly, sir, if you will promise to put me together again."

A lady at Hartford Mills writes to the *Cortland Democrat*: "I think our cows are doing real well. We have seven and make 10 or 1200 lbs of butter during the year, besides we have a large family, and *three of them is heifers.*"

"Confess one another's faults," was a youngster's rendering of his Sunday school text. Most people live up to that version.

Moses says he wishes he could hear of some place where people never die: he would go and end his days there.

An Iowa paper says: "it's only twenty-one years since the first house was erected in Burlington, and now it contains 20,120 inhabitants."

An old farmer employed a son of Erin to work for him on his farm. Pat was constantly misplacing the end boards in the cart, the front board behind and the tail board in front, which made the old gentleman very irritable. To prevent blunders he painted on both a large "B," then calling Pat to him and showing him the board, said: "Now, you blockhead, you need make no mistake, as they are both now marked. This (pointing to board) is 'B' for before, and that (indicating the tail board) is 'B' for behind," whereupon the old gentleman marched off with great dignity. He was more concise than the colored preacher in Richmond, who said: "De fore part ob de church will please set down so de hind part ob de church can see de fore part, for de hind part can't see de fore part ef the fore part persist in standin' before de hind part to de utter exclusion of de hind part by de fore part."

Here is an Irish gentleman's letter to his son in college: "My Dear son—I write to send you two pair of my old breeches, that you may have a new coat made out of them; also some new socks which your mother has just knit by cutting down some of mine. Your mother sends you two pounds without my knowledge, and for fear you may not use it wisely, I have kept back half and only send you one. Your mother and I are well, except that your sister has got the measles, which we think would have spread among the other girls if Tom had not had it before, and he is the only one left. I hope you will do honor to my teachings; if not, you are an ass, and your mother and myself your affectionate parents."

## OFFICIAL DEPARTMENT.

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In answer to numerous inquiries concerning the selection, employment and dismissal of teachers, the following exposition of the law is furnished:

1. Question—Does the law give the trustee, or the patrons of a school the right to select a teacher?

Answer—The revised school law of March 6, 1865, section 26, provides among other things, that "such (school) meetings shall have power to designate their teachers," etc.

Thus the law stood until 1873, when, by an act approved March 8th, 1873, section 26 was amended by striking out the clause quoted above.

The law which now governs the selection of teachers, in townships, is as follows, viz: Section 10. "the trustees shall take charge of the educational affairs of their respective townships, towns and cities, employ teachers," etc., etc. There is no provision of the law authorizing any other person than the trustee to select a teacher. It is therefore held that the provision authorizing the trustee to *employ* a teacher, also authorizes him to *select* a teacher, and that school meetings are not empowered, by the law, with the authority to designate or employ teachers.

2. Question—Are there any limitations placed upon township trustees, in the selection and employment of teachers?

Answer—The limitations mentioned in the law are as follows, viz: Section 28 provides that "trustees shall employ no person to teach in any of the common schools of the State, unless such person shall have a license to teach issued from the proper State or county authority, and in full force at the date of employment." Section 28 also provides that "the said trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed."

It will thus be seen that a trustee of a township may employ any qualified person, to whom objection in legal form has not been made.

3. Question—May not the objection, on the part of the patrons of a school to the employment of a particular teacher, be expressed at the regular annual meeting held on the first Saturday in October, if at all?

Answer—It is held that all school meetings, called in accordance with the provisions of the law, are regular meetings, hence the patrons of a school have the right to object to the employment of any particular person to teach their school at any legal school meeting held prior to the employment of the teacher by the trustee.

4. Question—A township trustee makes a contract with a teacher, and the patrons of the school for which he was employed, subsequently hold a meeting and decide that they do not wish said teacher employed. Is the action of the patrons valid, and does it set aside the contract already made between the trustee and the said teacher?

Answer—A strict interpretation of the phraseology of the language of the statute, indicates that a peremptory challenge of a teacher by the patrons of a school, to be valid, must be made *before* a contract has been made by the trustee and the teacher. In interpreting a statute of this kind, however, the general spirit and intent of the law should be considered. There are two parties whose rights are involved in this question, the patrons of the school and the teacher. The law seeks to protect both. The contract provided for in the law is mutually beneficial to both parties. By it the teacher binds himself to serve the patrons, and deprives himself of the right to contract his services to any other party; this affords security to the people. On the other hand the trustee, as the agent of the people, binds himself to give the teacher employment and to pay him a reasonable compensation for his services; this should afford security to the teacher. The people now have the right to demand that the teacher perform competent service, in accordance with the law, which is and must always be a part of the contract. The teacher certainly does not violate his part of the contract until he fails to perform the competent service agreed upon. It would seem, therefore, that if a teacher had made a legal contract with a trustee, by which he was bound under the law to perform a particular service and for a specified compensation, it would be unjust to deprive him of the benefits arising from the contract, by a peremptory challenge which did not even permit him to show that he was able and willing to perform the service agreed upon.

It is therefore held that a peremptory challenge, by the patrons of the school, to be valid, must be made prior to the appointment of the teacher by the trustee, and that the right of peremptory challenge does not exist after a contract has been made.

5. Question—Have the patrons of a school no remedy against a teacher already employed, who proves to be incompetent or immoral?

Answer—Section 28, last clause, provides that "at any time after the commencement of any school, if a majority of such voters petition such trustee that they wish the teacher thereof dismissed, such trustee shall dismiss such teacher, but only upon due notice, and upon good cause shown." The proper mode of procedure, in the dismissal of an incompetent teacher, is suggested in a note on Section 28, of the school law, to be found on page 25.

Another remedy against an incompetent or immoral teacher may be found in the revocation of his license. Section 36 of the law provides that "the county superintendent shall have power to revoke licenses granted by him or his predecessors, for incompetency, immorality, cruelty, or general neglect of the business of the school," etc. For the

proper mode of procedure, in securing the revocation of a teacher's license, see note on section 86 of the school law, to be found on page 28.

It will thus be seen by answer to question 5, together with others that have preceded it, that there are three modes of relieving a school of an undesirable teacher: 1st, by the *peremptory challenge* which may be without cause assigned, but must be made before a contract is entered into between the trustee and the teacher; 2d, by the *petition* for dismissal, which must be made after a teacher has commenced his school, and for good cause shown; 3d, by the *revocation of the license*, which can only be done by the county superintendent, and for good cause.

6. Question—Who are legal voters at school meetings called for the purpose of selecting a teacher or of appointing a director?

Answer—There being no provision of the law for meetings of the patrons of a school, for the purpose of selecting a teacher, the law does not provide who shall be voters at such meetings. The law does provide, however, for school meetings for the election of a director; the repair, removal, erection or sale of a school house; for the purpose of ordering a peremptory challenge of a teacher; or for the purpose of petitioning the trustee in regard to the removal of a teacher. At all such meetings, all tax-payers of the district, except married women and minors, are entitled to vote. See sections 26, 27 and 28, and also note on section 25, on page 23, of school law.

7. Question—Have the patrons of a school a right to meet for the purpose of designating their teacher, and is it the duty of the trustee to employ the teacher who has been chosen at such a meeting?

Answer—While there are no provisions of the law authorizing meetings for such a purpose, there is certainly no statute prohibiting them. A vote by the patrons of a school in favor of a teacher cannot, however, control the action of the trustee in the employment of a teacher. Any action of this kind must be regarded as advisory, or as a petition merely. If the patrons of a school are united in the choice of a thoroughly competent person to teach their school and the trustee is under no obligation to any other person, he may properly employ the person so designated; but it should be observed that the trustee is responsible under the law for the selection of suitable persons to teach the schools of his township. This responsibility he cannot alienate. If he should delegate it to an agent, he is still responsible. He cannot, in the eye of the law, be relieved of this responsibility even by a vote of the patrons of a school. The trustee should, therefore, be sustained if he should exercise the authority reposed in him by the law.

8. Question—Is a township trustee subject to the same limitations, in the employment of a teacher for a township graded school, as in the employment of a teacher for a district school?

Answer—A trustee can employ no person to teach in a township graded school, unless such person shall have a license to teach, issued from the proper State or county authority, and in full force at the date



of employment. 2. A careful examination of all the sections of the law relating to school meetings, shows clearly that the term "such meetings," as used in section 28, refers to "district meeting." Section 28, then, confers the right of peremptory challenge upon voters at district meetings, and only with reference to their respective district schools. A township graded school is not a school for a particular district, but for the entire township. There being no authority in the law for a meeting of the voters of a township for school purposes, it is held that the patrons of a township graded school do not possess the right of peremptory challenge. The language of the statute in regard to a joint graded school is very conclusive upon this point. It is as follows, viz: "Such (joint) trustees shall have the care and management of such graded schools, and they shall select the teachers therefor."

Very respectfully,

J. H. SMART, Sup't. Public Inst.

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A PLAN has been set on foot, for the first time in history, to secure a regular international exchange of Weather Reports. It is the object of the exchange to render practicable the preparation of a Daily Weather Map which may embrace within its limits the whole Northern Hemisphere, and permit a study of atmospheric movements which, not limited to any one continent or sea, may enable storms and disturbances to be traced, from wherever they arise, through their course until they disappear. The limits of any one continent are too small to allow the proper study of the atmosphere which, surrounding the earth, revolves in its whole extent with it once in twenty-four hours. The observations on the Bulletin are taken daily and everywhere at the same instant of physical time. For instance, when the observers at New York and San Francisco are reading their instruments daily, it may be safely assumed those in Siberia or the Pacific, the West Indies or northern Canada, are at that moment also reading theirs. The readings reported are thus simultaneous and valuable. The Bulletin is inexpensive, the reading being taken in every country by the observers of that country and forwarded by mail to Washington, in packages, on the fifteenth and last days of each month; the United States observations being sent as an equivalent. The most distinguished meteorologists in the world have approved the undertaking. The Congress at Vienna, in 1873, having given it their approval, it has fallen to the United States to be the first to give the work practical shape, and establish a form which aims to bind together, in a work for a common good, the labors of every country.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

NEW subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THE State Superintendent has stated, in the Official Department of the Journal several times, that he can supply the School Law and Reports of his Department on certain named conditions. Teachers wishing either of these documents should send to the Superintendent direct, and not to the Editor of the Journal, for them.

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### WHO WILL EXPLAIN?

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It now seems that questions for the examination of teachers, prepared by the State Board of Education, are distributed among the anxious applicants a few days in advance of that trying ordeal. This is true in one county, at least, and the fear is that the same thing may be said of others. In a recent letter to the *Indianapolis Daily Journal*, Timothy Wilson, principal of Spiceland Academy, says: "I know persons who were told that by paying a certain sum they could obtain the questions several days before the examination." Mr. Wilson further says: "I know persons who obtained twelve months' certificates whose advancement is not sufficient to teach at all, and who by any fair examination would never have been able to pass. I could not understand at the time how students whose advancement was so limited that they could not pass on a single

branch of the common school studies, could obtain certificates for a longer time than those who had finished the entire course." Our readers probably know that these questions are prepared and printed by the State Board of Education, and one or more copies, as may be agreed upon, sent to each county superintendent. How it is that the questions have been placed in the hands of teachers some time before examination day, is a question that can certainly be answered. A year or two since when the same charge was made and proven against another county, it was found that the traveling agents of the firm that did the printing passed the questions round prematurely. It is possible that the same accommodating hand has been stretched forth in aid of the weak-minded teachers of Henry county. It may have been by some other. In any case the school authorities should find out who did it, and immediately inform the Superintendent of Public Instruction at Indianapolis. S.

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### WASTE OF LABOR IN THE WORK OF EDUCATION.

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The Bureau of Education at Washington City has done the cause of education good service in publishing, in pamphlet form, President Chadbourne's address on the subject of "Waste of Labor in the Work of Education." This address was first delivered before the American Institute of Instruction, and afterwards before the Connecticut Teachers' Association at New Haven. President C. opens the discussion of the subject by an argument to prove that through ignorance, carelessness, pride and dishonesty, a great portion of the work performed in other departments is wasted, and that therefore nothing is contributed to rational enjoyment or the progress of the race. The substance of what is said on this topic may be embraced in the statements that if a hundred ignorant men were put to work under their own direction or rather without direction, in any of the important industrial pursuits, they would starve if dependent upon the products of their own labor, while the same men, directed by an intelligent, organizing brain, would support themselves comfortably and leave a handsome profit for their employer; and that if the waste occasioned by ignorance, carelessness, pride and dishonesty could be stopped, we would derive more benefit from six hours of efficient toil than from ten hours as it now is. Passing to the work of education, the subject is discussed under such heads as, imperfect teaching, time wasted in unimportant matters, want of thoroughness, misapprehension of the real purpose of study, study for mere discipline a waste, mental development retarded by premature forcing, studies should be adapted to the age and development of pupils, the want of properly graded schools, waste from toleration of old errors in text-books, waste from irregularity of attendance, waste from neglect of moral training, etc. Taken altogether, the address is a very able one, and General Eaton

has done well in indorsing it as such by sending it out as a circular of information. We have space here for a single paragraph, and have chosen the one headed, "Waste for want of Enthusiasm on the part of the Teacher":

"I have but two points more to make, and these relate especially to the teacher. There is failure to secure energetic work and the best results from lack of enthusiasm. Without this no teacher can have the best success, however learned and faithful and hard working he may be. Enthusiasm is the heat that softens the iron, that every blow may tell. Enthusiasm on the part of the teacher gives life to the student and an impulse to every mental power. It gives the work of the school room a quickening impulse, and by this impulse makes the student a gatherer wherever he goes. It gives to the student independent power; power to go alone. When this is accomplished, there is no more waste in lifting, dragging or driving. It was the enthusiasm of Linnæus that filled his lecture room with students from all parts of Europe, and then sent them over the world to gather new treasures for themselves and their master. It was the enthusiasm of Agassiz that clothed the commonest things with new life and beauty; that charmed every listener and transformed the aged and the young, the ignorant and the learned, into joyful learners. Another man, with the same learning, the same devotion and equal labor, might not accomplish one-tenth as much, because he failed to enkindle that interest that quickens every mental power and lights the fire of latent genius, which, once enkindled, reveals to its possessor truths far beyond the range of those whose minds have never been touched by this life-giving power of enthusiasm. It is said one loses this enthusiasm after a while. Then he ought to stop teaching. If he cannot grow enthusiastic presenting the plainest rules of arithmetic and Latin for the fiftieth time *to a new mind*, then he is unfit for his work, and should spend his strength on stone or clay, which can only yield to force, but never take form at the mere glow of enthusiasm in the worker." S.

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### CATHOLICISM vs. THE PUBLIC SCHOOLS.

The Journal has not often spoken on the attitude of the Roman Catholic Church toward the public schools lest it might, in the minds of some of its readers, lay itself liable to the charge of being partizan or sectarian, but matters have assumed such a shape that the leading educational organ of the State should no longer keep silent. The Journal makes no attack upon the Catholic Church; it simply feels called upon to defend the public schools.

That the free school system lies at the foundation of our republican government, but few will deny. If the people govern, they *must be educated*. To insist that this *general intelligence* can be secured through pa-

rochial schools, is arguing against the experience of all past history. In no country, in no age of the world, have these schools educated the masses.

It is useless to deny that the Catholics have assumed an attitude of hostility to this distinctively American institution. This is not mere suspicion nor unsupported assertion; the evidence is found in the utterances of Catholic papers all over the country. For instance, *The New York Freeman's Journal* of November 18, 1874, said: "Education is not the work of the State at all; it belongs to families and to voluntary associations. The school tax in itself is an unjust imposition."

Again, Nov. 20: "First—We will not subject our Catholic children to your teachers. You ought to know why, in a multitude of cases. Second—We will not expose our Catholic children to association with all the children who have a right to attend the public schools. Do you not know why?"

Again, Dec. 11: "The Catholic solution of this muddle about Bible or no Bible in schools is, 'Hands off!' No State taxation nor any donation for any schools. You look to your children and we look to ours. We don't want to be taxed for Catholic schools. We do not want to be taxed for Protestant or godless schools. Let the public school system go where it came from—the devil. We want Christian schools, and the State cannot tell us what Christianity is."

Another recognized organ of Catholic opinion is *The New York Tablet*. It said, Dec. 8: "We are not opposed to public schools supported by the State, if the State provides schools for us in which we can teach our own religion; but we are opposed to infidel, godless, or purely secular schools."

Again, Dec. 25: "We demand of the State, as our right, either such schools as our church will accept, or exemption from the school tax. If it will support schools by a general tax, we demand that it provide or give us our portion of the public funds, and leave us to provide schools in our own religion, under the supervision of our own church. We hold education to be a function of the church, not of the State; and in our case we do not and will not accept the State as an educator."

*The Catholic Telegraph*, a paper published in Cincinnati and edited by a brother of Archbishop Purcell, used the following language: "It will be a glorious day for Catholics in this country when, under the laws of justice and morality, our school system shall be shivered to pieces. Until then modern Paganism will triumph."

*The Catholic Columbian*, published at Columbus, Ohio, says: "Our judgment of purely secular schools is, they are unfit for Catholic children, and that Catholic parents cannot be allowed the sacraments who choose to send their children to them, when they could make use of Catholic schools." And *The Central Catholic*, published in this city, says: "Either do not tax us, or if you do, then give us our proportion of the money to educate our own children."

At a meeting of the Irish Catholic Benevolent Union, in which were representatives from all parts of the United States, held some time ago at St. Louis, the public school question was discussed. The committee on resolutions, among others, introduced the following:

*Resolved*, That the present system of public schools, ignoring all supernatural authority, and making the knowledge of God the last thing to be learned, is a curse to our country, and the flood-gate of atheism, of sensuality, and of civil, social and national corruption.

A long, spirited, and somewhat acrimonious debate ensued, in which many bitter things were said against the schools. The resolution was, however, finally modified to read as follows, and then passed unanimously:

*Resolved*, That the system of State education now established in most of the States, by its failure to provide proper religious instruction for the young, and its enlightening the head to the entire neglect of heart culture, meets with our unqualified reprobation; that it unjustly taxes a large class of our people who cannot, without danger to the faith and morality of their offspring, avail themselves of its advantages.

The *Freeman's Journal* says: "Out of every 100 Catholics that are educated in the public schools of the United States, the reviewer may set down 98 as a clear and certain gain to the devil."

We might fill pages with such extracts from Catholic papers and Catholic priests, but the above will satisfy any unbiased mind that the Catholic church is making war upon the public schools. Much is said as to these schools being godless schools, and much opposition is made in many places to the reading of the Bible in the public schools. To take the Bible out of the schools would not make them any more godly, nor make them any more acceptable to the Catholics. A priest in the *Boston Advertiser* said: "Catholics would not be satisfied with the public schools even if the Protestant Bible and every vestige of religious teaching were banished from them."

The fact is clear that the war is upon the American system of free public schools, and as our form of government is founded in an important sense upon our schools, the war is upon our government. This war is thrust upon us, and if Catholics find themselves worsted in the end, they will have but themselves to blame. There is no religious persecution about it. It is simply a question of protecting the free schools from the attacks of a powerful and insidious enemy, which makes no concealment of its opposition to them. If the authorities of the Presbyterian, Methodist, or Baptist Church were to take a similar stand, and their papers to use such expressions as the foregoing, we would denounce them in the same terms. We stand for the free schools as a necessary element of civil and religious liberty.

We close this article by asserting, without the fear of successful contradiction, that our public schools are *not godless* schools, and that whilst they are almost entirely free from teaching sectarian dogmas, they incul-

cate the great fundamental principles of reverence toward God and duty toward man. The study of *catechism-religion* does no more toward correcting a man's life than the committing of grammatical rules and definitions does toward correcting his language. "By their fruits ye shall know them," and judging by these fruits we are compelled to conclude that the kind of character developed in Catholic schools is not well suited to this climate. It is a notorious fact that no other church has *half* as many representatives in our poor houses, jails and penitentiaries as has this same Catholic church, notwithstanding its strict church observances and its God-fearing schools.

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### THE FIRST DAY OF SCHOOL.

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As the opening of the school year is at hand, we feel called upon to make some suggestions, especially to young teachers, with reference to their first day's work. The first day is of more importance than any other day in the school year. Upon no other day will impressions be so easily made or so firmly fixed. Every word of the teacher will be heard and every action noted. While he is "getting the hang of the school house," the children are getting the hang of him. No teacher can afford to make mistakes on the first day.

Since, then, so much depends upon this day, let us see what preparation it is necessary for the teacher to make, and what are the steps necessary to take. We mention only the things of most importance, and have in mind particularly country teachers.

1. The teacher should see to it that the school house is in proper condition. As it is too often the case that neither the trustee nor director gives any immediate attention to the school houses, the probabilities are that unless the teacher calls special attention to the matter the school house will not be in condition for occupation on the first morning of school.

2. Be at school early and have the house properly warmed and everything in readiness for the reception of the pupils. This will avoid all hurry and confusion.

3. Learn from some source (usually it must be from the pupils themselves) the classification of the previous school, especially in arithmetic, being sure to note the point each class had reached in the book at the close of school. Get this, if possible, before the first morning, but get it, and get it before calling school.

4. When everything is in readiness, call school. Have clearly in mind just what to do, and just how to do it. Have your scripture selection made; let it be short. Do not attempt to have singing, because on the first morning, in a strange school, the probabilities are that you could not make singing a success, and, remember, you cannot afford to make a

failure. If you offer prayer, confine yourself to two minutes—prayer in school should seldom exceed that time. If you make opening remarks, let them be few and to the point. This is not the time for moralizing or sermonizing.

5. All preliminaries finished, organize your school. *How?* Ay! there's the rub. Various plans may be suggested. We give the following; improve upon it, if you can. The first great object is *to give each one something to do as soon as possible*. Give them something to do before they find something to do. This is *not* the time for enrolling the names. Take in hand your old classification, before obtained, and ask all those who composed the most advanced class in arithmetic to stand, then assign them a lesson, not quite so far over as they had advanced, and let it consist principally in solving problems. Ask that the lesson shall be learned at once, and that *the work be left upon their slates* and brought to the class. Excuse them. Call for the next class in arithmetic and assign a lesson in a similar way. Then for the next, and the next, until all the arithmetic classes have been disposed of. As a very large majority of every country school study arithmetic in some of its grades, this will dispose of most of the school. Next call forward the large boys and girls not in the last school, and after a few questions assign them work with some one of the arithmetic classes already organized. Then all the older pupils having work assigned, you call forward the "little folks," and talk with them and give them something to *do*. In this way, in less than thirty minutes, every pupil in school can be provided with work. Arithmetic is selected as the best branch in which to assign the first lesson, for two reasons: 1. It always includes a large majority of the school. 2. It is the best branch in which to *insure* study in the preparation of the lesson. As the work is to be left on the slates, all must work. Call the first class to recite. Examine slates. Hear a part or all of the recitation, as time will allow. Assign more work, and also give lessons in other branches. Call the next class and go through the same process. By this plan, when noon comes, a good half-day's work will be done, and your school will have been fairly "organized."

6. By taking the above plan of organizing on the classification of the previous school, and adhering to it for the time being, you forestall that most pernicious feature of the country schools, self-promotions. If a pupil brings a book for an advanced class, insist that he shall take his old class until you can see whether it is best for him to "go up." State expressly that this classification will not necessarily be permanent—that you expect to promote or demote, as the good of the pupils may require.

7. Allow no disorder on the first day that you do not expect to allow on other days. It is a fatal blunder to permit things to run at loose ends the first day, expecting to "tighten up" after a while.

8. Make few rules, and only such as you can and will see executed. An unenforced rule is a hundred times worse than no rule at all.



9. Start with the idea that you can only govern your school well by keeping them busy, and labor to this end.

10. Remember that very much more depends upon the teacher than upon any rules he may make, or any methods he may employ. The best rules are worthless in the hands of a poor teacher, and the poorest methods become effective in the hands of a live teacher. As the teacher, so the school.

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### PARROT READING.

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Under the above caption we propose to answer the oft-repeated question: "In teaching reading, should the teacher read *first*?" In the outset we answer, *no*: unqualifiedly and emphatically, *no*. Let it be borne in mind that "good oral reading consists in the correct expression of the *thoughts* and *feelings* of another as they are represented to the eye on the printed or written page." It is not simply "the naming of words in a given order, calling them readily and giving them their proper pronunciation." Neither does it consist in calling these words just as another has called them—it is not *imitation*. It is the expression of *thoughts* and *feelings*. This being true, it must follow that the first step in reading is to master the thought. The thought must be comprehended before it can be expressed. Just here is the great stumbling block in the teaching of reading; children are allowed to read (?)—to attempt to express thought before they have any thought to express—before they have either mastered the words or comprehended the ideas. True, children may be taught to *call words* correctly; they may be taught to imitate the tones and gestures of the teacher; but this does not answer our definition of reading.

If you wish to teach children to sing a given song or a limited number of songs, the *quickest* process is to do it by rote—to sing and have the children sing: sing and have the children sing—rote, imitation, imitation. But when you have taught a song in this manner, you have given the children nothing that will enable them to sing a new piece until they have heard it sung by some one else. They have not been helped in the least to become independent singers—to read music for themselves. It is a slow process, certainly, to teach songs by first teaching the principles of music—by teaching children to make sounds that are indicated by the notes, and yet by this method every song that is learned makes it easier to sing the next without help, and the process followed out makes independent readers of music. We were surprised, not long since, to hear Prof. Loomis, who has had charge of vocal music in the Indianapolis schools for many years, say that many of the most successful teachers of music are persons who cannot sing at all themselves. He accounted for the fact by saying that the poor singers, not being able to teach by rote, compel the children to rely upon themselves, and thus they become inde-

pendent singers; while teachers who sing well themselves frequently secure the poorest results, for the reason that their voice always directs the singing, and the children become accustomed to follow a *leader*. The same principle holds in the teaching of reading. The easiest and quickest way to teach a limited number of pieces is for the teacher to read and have the children imitate, lead and have the children to follow; but it is one of the poorest and slowest processes by which to make independent readers. Just as a parrot may be taught to speak certain words without at all comprehending their meaning, so children may be taught to imitate the reading of the teacher without at all comprehending what they express; but this is *not* reading. Children should be taught to read by requiring them to (1.) master the words as to their pronunciation and meanings; (2.) to comprehend the thought of the sentence or paragraph; (3.) to properly express these thoughts. The ability to take the third step always depends upon the manner in which the first two have been taken. In nine cases out of ten, when a child fails to read a piece correctly, he fails because he does not fully comprehend the thought, and the best way to help him is not to read it for him and have him imitate, but to remedy the difficulty—to help him *understand* what he is reading.

We do not say that the teacher should never read for his pupils—that he should never give them an example—we know that this is often necessary; but we do mean to say that the *rule* should be that the children should be made to read correctly by making them *comprehend* what they are to read—that the teacher's voice should be the *last* resort and not the *first*.

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#### LONG ARTICLES.

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Each of the first two articles in this number of the Journal is longer than we usually choose to print, but we doubt not that when either article is begun it will be finished. We know the demand for short articles. We know that there is a sensational cry of "give us boiled down articles;" and yet, for the good of our readers, we persist in publishing, occasionally, long articles. A little thought on the part of any one will convince him that the articles which are of most use to him are *long* ones. We read pithy paragraphs and short articles with most interest, but the impressions they make are not permanent. Let us spend an hour in reading *short* articles, all of them good ones, and at the close the multitude of thoughts will be so blended and confused as to leave nothing that is definite or lasting. Then, again, spend an hour in reading one *long* article, in which some subject of interest has been thoroughly and systematically discussed, and at the end of the time you will find that the mind has been concentrated on one topic long enough to make an impression, and that the number of ideas on the same subject has been sufficiently great to enable the mind to retain them. In reading the "outlines of history"

we have crowded into the mind, in rapid succession, many important facts, but we do not remember them; no details being given to fix them in the mind they readily pass away. On the same principle and for the same reasons, short articles make but little permanent impression, while long ones are retained, and therefore benefit the reader.

We believe that one of the most *useful* journals that could be published would be one in which each number should be devoted exclusively to one subject. Suppose, for example, that the January number should be devoted to arithmetic. Discuss it in all its phases—illustrate methods of teaching it in all its grades; in short, let it be a manual on the subject of teaching arithmetic. Let the February number be devoted in the same way to Geography, the March number to Primary work, etc., etc. Such a journal would be most profitable to its readers, but would not be most popular.

We write this article not so much to justify the publication of these long articles (for they are their own justification), but for the purpose of stimulating some of our readers to read our long articles *for their own good*.

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SUPERINTENDENT SMART is arranging to make the Educational Department a noteworthy feature of the Exposition this fall. The display of "school products" will be favorable, and teachers attending will not only be interested but instructed. Teachers visiting the city prior to the Exposition, can witness some beautiful specimens of drawing, from the Fort Wayne schools, by calling at the State Superintendent's office. We hope to make a creditable display at the Exposition, but we shall make a much better one at the Centennial. We hope so, at least.

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SUPERINTENDENT CAMPBELL, of Monroe county, calls attention to the fact that where the school term is sufficiently long, it should be divided into *two* terms, a winter and a spring term, and thus accommodate the older boys and girls who must work fall and spring, and the younger ones who cannot attend in the winter. The suggestion is a good one, and trustees will do well to consider it.

THE Official of this month, concerning the selection, employment and dismissal of teachers, is of special interest just at this time. We are glad the superintendent has taken up this subject and set it forth so clearly.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1875.

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PHYSIOLOGY.—1. Describe the structure of a long bone.

2. Define Physiology, and from that definition define health and disease.

3. How does proper muscular exercise benefit the whole system?

4. Why do the brain and muscles need rest?

5. What inorganic substances are important ingredients of our food?

GEOGRAPHY.—1. Name and locate the principal mountain ranges of Europe.

2. Bound France, and name four of its principal cities.

3. Name five large islands in the Mediterranean sea.

4. What large island east of Africa, and what water separates it from the main land?

5. Define Latitude and Longitude. What place has neither?

6. Name five cities of the United States near the line of forty degrees north latitude.

7. What political divisions of the earth are crossed by the equator?

8. What is the width, in degrees, of the North Temperate Zone? What fixes that width?

9. Name and locate five large seas in Europe.

10. Bound New York and locate its capital.

U. S. HISTORY.—1. When and by whom was Montreal settled?

2. Who discovered the five great lakes of North America?

3. When, where, and by whom was New Jersey settled?

4. State how Louisiana became a part of the United States.

5. Which is the oldest town in Indiana? Describe its settlement.

6. When, where, and by whom was Maryland settled?

7. What were the conditions of the treaty of peace which closed the French war?

8. Who wrote the Declaration of Independence?

9. Mention some distinguished foreigners who came to the assistance of the United States during the revolutionary war.

10. Give the leading events of Madison's administration.

11. What were the conditions of the "Kansas Nebraska Bill?"

**THEORY AND PRACTICE.**—1. What are the advantages of strict attention of the pupils to the subject before the class?

2. State the disadvantages of treating the principal and subordinate parts of any subject as of equal importance.

3. State the advantages and disadvantages of keeping a record of the pupils' standing in each recitation.

4. State in detail the methods you adopt to secure attention in school.

5. When a pupil asks for assistance, in the solution of a problem for instance, what kind of assistance should be given?

**ARITHMETIC.**—1. The difference in longitude between Chicago and New York is  $13^{\circ} 56'$ ; will the watch of a person traveling from the former to the latter place indicate a gain or loss of time? How much?

2. What is the interest of \$1,728.19 from May 7, 1824, to July 17, 1880, at  $\frac{1}{4}$  per cent. per annum?

3. If 16 horses consume 84 bushels of grain in 24 days, how many bushels will 32 horses consume in 48 days?

4. A and B engage together in trade; A uses \$1,500 for 9 months, and B \$2,500 for 6 months. They gain \$2,394. What is the share of each?

5. Reduce a common fraction to a decimal, and give the analysis of the process.

6. How many yards of silk  $\frac{1}{8}$  of a yard wide, will line  $28\frac{1}{2}$  yards of cloth  $1\frac{1}{4}$  yards wide?

7. How do you determine the denomination of a decimal fraction?

8. Reduce .367 of a year to units of a lower denomination.

9. Define an angle. A perpendicular line. A degree of a circle.

10. How many shingles will cover a shed 60 feet long and 18 feet wide, allowing each shingle to be 4 inches wide and 18 inches long;  $\frac{1}{2}$  exposed to the weather?

**GRAMMAR.**—1. Add the following terminations to the words named, and give rule for spelling, viz: "ing" to "change," "able" "peace," "ing" to "shoe," "ous" to "outrage."

2. What is the number of the following nouns: vermin, means, gallops, molasses, mathematics?

3. Write sentences in which the following nouns shall be used in the possessive case: "boys," "sheep," "James," "father-in-law," "niece."

4. State resemblances and differences between participles and adjectives.

5. Correct the errors in the following sentences, and give the reason for the corrections: John laid down on the grass. I will set up a few minutes. He had went before I come. The water was all drunk up.

6. Write sentences in which the word "iron" shall be used as three different parts of speech.

7. Parse all the parts of speech in the following sentence: Will you go or not?

8. Analyze the following sentence: How do you do to-day, John?
9. Correct the errors in punctuation and the use of capitals in the following sentence: Turning to henry she added will you help to make Way for us.
10. Correct the errors of syntax in the following: "She looks gracefully in that dress." "He writes beautiful." "I wish I was a better scholar." "I intended to have started yesterday." "I do not like those kind of men."

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LIST OF COUNTY SUPERINTENDENTS.—APPOINTED  
JUNE, 1875.

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Adams, W. H. Walters, Decatur.  
 Allen, Jeremiah Hillegass, Fort Wayne.  
 Bartholomew, John M. Wallace, Columbus.  
 Benton, B. F. Heaton, Boswell.  
 Blackford, James H. McEldowney, Hartford City.  
 Boone, D. H. Heckathorn, Jamestown.  
 Brown, John M. McGee, Needmore.  
 Carroll, Thomas H. Britton, Burlington.  
 Cass, Harry G. Wilson, Logansport.  
 Clarke, W. B. Goodwin, Jeffersonville.  
 Clay, Allen R. Julian, Bowling Green.  
 Clinton, Harrison Kohler, Frankfort.  
 Crawford, John P. Batman, Leavenworth.  
 Daviess, Edward Wise, Washington.  
 Dearborn, George C. Columbia, Aurora.  
 Decatur, Philander Ricketts, Westport.  
 DeKalb, James A. Barns, Waterloo.  
 Delaware, O. M. Todd, Muncie.  
 Dubois, E. R. Brundick, Huntingburgh.  
 Elkhart, David Moury, Goshen.  
 Fayette, Josiah S. Gamble, Orange.  
 Floyd, Peter V. Albright, New Albany.  
 Fountain, M. T. Case, Attica.  
 Franklin, Aaron B. Line, Brookville.  
 Fulton, Enoch Myers, Kewanna.  
 Gibson, W. T. Stilwell, Fort Branch.  
 Grant, Thomas D. Tharp, Marion.  
 Greene, Reason C. Hilburn, Newberry.  
 Hamilton, A. P. Howe, Westfield.  
 Hancock, William P. Smith, Greenfield.  
 Harrison, Samuel D. Lockett, Corydon.  
 Hendricks, James A. C. Dobson, Brownsburg.  
 Henry, George W. Hufford, Newcastle.

Howard, Milton Garrigus, Kokemo.  
Huntington, F. M. Huff, Warren.  
Jackson, Addison J. McCune, Medora.  
Jasper, J. H. Snoddy, Remington.  
Jay, Simeon K. Bell, New Mount Pleasant.  
Jefferson, George C. Monroe, Saluda.  
Jennings, John Carney, Vernon.  
Johnson, John H. Martin, Franklin.  
Knox, Marcellus P. Roberts, Vincennes.  
Kosciusko, W. L. Matthews, Warsaw.  
Lagrange, Elias T. Casper, Lagrange.  
Lake, J. M. McAfee, Crown Point.  
Laporte, James O'Brien, Laporte.  
Lawrence, W. B. Chrisler, Bedford.  
Madison, Robert I. Hamilton, Anderson.  
Marion, Lea P. Harlan, Indianapolis.  
Marshall, W. E. Bailey, Plymouth.  
Martin, William C. Hayes, Loogootee.  
Miami, W. Steele Ewing, Peru.  
Monroe, M. M. Campbell, Bloomington.  
Montgomery, John G. Overton, Crawfordsville.  
Morgan, R. V. Marshall, Martinsville.  
Newton, Benjamin F. Niesz, Kentland.  
Noble, M. C. Skinner, Albion.  
Ohio, John H. Pate, Rising Sun.  
Orange, James L. Noblitt, Chambersburg.  
Owen, William R. Williams, Patricksburg.  
Parke, Elwood C. Siler, Bloomingdale.  
Perry, Theo. Courcier, Rono.  
Pike, Arthur Berry, Otwell.  
Porter, James McFetrich, Valparaiso.  
Posey, Harrison O'Bannon, Mt. Vernon.  
Pulaski, W. C. Wickersham, Winamac.  
Putnam, L. A. Stockwell, Greencastle.  
Randolph, Daniel Lesley, Winchester.  
Ripley, Samuel B. Daubenheyer, Titusville.  
Rush, A. E. Thomson, Rushville.  
Scott, Allen H. Whitset, Deputy, Jefferson county.  
Shelby, Squire L. Major, Shelbyville.  
Spencer, J. S. Stonecypher, Lake.  
Starke, Alexander H. Henderson, Knox.  
St. Joseph, David A. Ewing, South Bend.  
Steuben, L. R. Williams, Angola.  
Sullivan, James A. Marlow, Sullivan.  
Switzerland, Charles J. Robenstein, Vevay.  
Tippecanoe, W. H. Caulkins, Lafayette.

Tipton, B. M. Blount, Tipton.  
Union, L. M. Crist, Liberty.  
Vanderburg, F. P. Conn, Evansville.  
Vermillion, William L. Little, Newport.  
Vigo, John Royse, Terre Haute.  
Wabash, Macy Good, Wabash.  
Warren, Alonzo Nebeker, Marshfield.  
Warrick, C. W. Armstrong, Boonville.  
Washington, James M. Cares, Salem.  
Wayne, J. C. McPherson, Richmond.  
Wells, Smith Goodin, Bluffton.  
White, William Irelan, Burnett's Creek.  
Whitley, Alexander J. Douglass, Columbia City.

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#### THE DETROIT MEETING OF A. A. A. S.

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The American Association for the Advancement of Science, held its annual meeting in Detroit, commencing August 11. Nearly two hundred members and fellows were present, and about a hundred new members were elected. The general meetings of the Association were held in the Opera House, while the Sections and Subordinates met in the City Hall. The address of the retiring president, Dr. La Conte, was able and impressive, and had for its object the study of certain methods of development in coleoptra, proving the possibility and reality of the gradual unfoldment of specific differences in animals.

One cannot help noticing the almost general belief, among scientific men, in the development and propagation of new forms of life from those already existing. This belief may not always assume the form of Darwinism, but it certainly recognizes the reality of variation.

Quite in contrast with the president's address, as regards theories, but quite like it in candor and force, was the address of Dr. Dawson, of Montreal, the vice president of Section B. In language terse and elegant he expressed his disbelief in the possibility of the development of new forms of life; charming his friends and commanding the respect of his opponents by his arguments. It was really a most fortunate thing to the members of the Association to listen to both sides of this vexed question, championed by two such learned scholars and agreeable gentlemen.

The chief features of the late meeting were the election of fellows of the Association and the organization of the Chemical Sub-section of Section A.

By a recent change in the Constitution of the Association, it is provided that from among the members of the Association *fellows* may be chosen, comprising those actively engaged in scientific pursuits and doing notable business therein. In accordance with this provision, a large



number of fellows were elected on the first and second days of the session.

This provision will certainly be an inducement to the younger members to labor diligently in order to secure this mark of approval of their labors.

The Chemical Subsection was organized at the Hartford meeting, but did not get regularly at work until the present year. The science and art of chemistry have been growing so rapidly of late as to require more time than could be given in the General Section. By the granting of this subsection, therefore, the Association has made it a greater object for chemists to attend and take part in the meetings. It is quite probable that subsections in microscopy and entomology will speedily be organized.

The Association had the usual exercises and receptions, notably among the latter the one given by Gov. Bagley on Friday evening, Aug. 18.

The next meeting of the Association will be held at Buffalo, the president elect being Prof. W. B. Rogers, of Boston. I have written the above at the suggestion of Mr. Bell, hoping that it may excite a more general interest among our teachers in the proceedings of this Association, representing as it does the ripest and best scientific culture of our country. A more pleasant and profitable vacation week could not be spent by teachers than in attendance at its annual sessions.

H. W. WILEY.

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#### OBITUARY.

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We regret exceedingly to announce the death of Cyrus Nutt, D. D., late president of the State University. He died at his home, in Bloomington, August 23, 1875. His disease was a low type of fever, and was of such a nature that but few knew that he was seriously ill till his death was announced.

Dr. Nutt was born in Trumbull county, Ohio, September 4, 1814. He graduated at Alleghany College, Meadville, Pa., in 1836, and immediately began his educational labors as principal of the preparatory department of his alma mater. Shortly after he was called to a similar position in Asbury University, at Greencastle. In that place he was licensed as preacher of the gospel. In 1837 he was elected Professor of Languages in the University, in 1841 Professor of the Greek Language and Literature and Hebrew, which post he occupied until 1843, when he took pastoral work in the Indiana Conference, and was appointed to Bloomington station, which place he filled for two years, when he removed to Salem, Indiana. In the fall of 1848 he was elected to the chair of Greek Language and Literature in Asbury University. In 1849 he was made president of the Fort Wayne Female College. In the follow-

ing year he accepted the presidency of Whitewater College. After five years' service in this situation, he resigned to take work in the ministry, and in 1855 he was appointed presiding elder in the Richmond district. In the fall of 1857 he was elected Professor of Mathematics in Asbury University, where he acted as president for nearly two years, till the inauguration of President Bowman. In 1859 he was made Doctor of Divinity by Alleghany College, where he received his education. In 1860 he was elected president of the Indiana State University, at Bloomington, and filled that office until the close of the last school year.

The growth of the State University, during the fifteen years of his presidency attested his fitness for the work, and his devotion to the cause of education. When he took charge of the University it was but a mere grammar school, and had but few friends and fewer patrons. It has run many narrow risks in the Legislature, but the Doctor, and the friends he could rally, always brought it out safe, and usually having gained a little ground. Now the University has a learned Faculty, and an annual income of \$32,000.

While Dr. Nutt was not a great man, his energy, his perseverance, his christian fortitude, his magnanimous nature and kindliness which made all who knew him his friends, enabled him to leave a record of work done, both educational and christian, which would be an honor to any man. He was a noble christian man, and lived a life devoted to the highest purposes for which a human being can live, viz: the education of the youth, and the making better men of his race. Many, very many will call his memory blessed. His labors will live after him.

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NOT unexpectedly comes to us the news of the death of Edwin W. Thompson, formerly of Michigan, later of Franklin, Indiana, and last year Professor in the Indianapolis high school.\* He died of consumption August 19, at Mountain Sanitarium, N. C., where he had gone for the sake of the mountain air. To his devoted wife, who had accompanied him, he gave a last request that his wasted form be left among the beautiful hills where he had spent the last weeks of his life.

Mr. Thompson was only about 27 years old, and yet he had made a record as teacher and school superintendent not equalled by many of the veterans who stand high as educators. Had he lived he would have become a leader in his chosen profession. He was a great student, and had acquired a degree of proficiency, especially in the direction of natural science, reached but by few amateurs.

He was a devoted Christian, and wherever he went he spread about him an influence that made others wiser and better. We have seldom known a person so universally and so highly esteemed by those who knew him. His circle of friends was large, and each one feels that in the death of Mr. Thompson he has sustained a personal affliction. The cause of education has lost one of its most devoted and efficient supporters, and society one of its most useful members.

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### THE NATIONAL TEACHERS' ASSOCIATION.

The National Teachers' Association, held at Minneapolis, Minnesota, beginning August 3, is reported the largest and one of the most profitable ever held. Over \$100 was received on membership more than at any previous meeting. Most of the old stand-bys were present. Twenty-one states were represented, and more than the usual number represented the South. While Ohio was represented by White, Hancock, Henkle, Rickoff, Stevens, Smart, Miss Lathrop, and others, Indiana had but a single representative, Superintendent J. H. Smart. We regret this, and yet we know that others were kept from attendance by sickness and the floods.

All the sections of the Association were well represented—College Normal, Superintendents' and Elementary. Quite a number of valuable papers were read, and the discussions were able and profitable.

We regret that space will not allow us to notice some of these at length. The Reports of these meetings, containing all the papers and discussions, and a full account of the proceedings published each year, makes a valuable volume for a teacher's library. They contain the best thoughts of the ablest educators on the live questions of the day. To get a Report, correspond with A. P. Marble, of Worcester, Mass.

The officers elected for the coming year are as follows:

General Association—President, Wm. F. Phelps, of Minn.; Secretary, W. D. Henkle of Ohio; Treasurer, A. P. Marble, of Mass.

College Section—President, Noah Porter, President of Yale College; Vice President, C. S. Venable, of the University of Va.; Secretary, H. E. Shepard, of Baltimore.

Elementary Section—President, Mrs. M. A. Stone, of Connecticut; Secretary, O. V. Tousley, of Minneapolis.

We have not been able to learn the officers of the Normal and Superintendents' sections.

The next association will be held East, perhaps at Harrisburg or Baltimore, that teachers may take in the Centennial in the same trip.

### HOPKINS MEMORIAL FUND.

TERRE HAUTE contributes \$24. The following gave one dollar each: William H. Wiley, Maria F. Starr, Kate Reglein, Mollie Clark, Flora Button, Sarah Glick, Henry Greenawalt, Emma B. Grover, Anna K. Gordon, Linnie F. Lurrell, Leora Bowyer, Belle Peters, Cornelia Cookerly, Kate Hyde, Maggie Preston, Mary B. Wilkins, Sarah E. Knapp, Kate Talbert, Lu. Semans, Mary F. Reeves.

EARLHAM COLLEGE CABINET.—President Moore, of Earlham College, who spent most of the past year on the Sandwich Islands, brought home with him the finest collection of corals we have seen in the West. It will well repay any one visiting Richmond to go out to the college and spend an hour in the Earlham Cabinet.

**THE STATE NORMAL AT TERRE HAUTE.**—The upper story of the normal building is being finished. This will give the school the use of a fine, large Hall, for public meetings, and of several additional recitation rooms.

Prof. L. B. Aiken retires from the normal faculty and Prof. J. M. Wilson takes his place as Prof. of Mathematics. Prof. Wilson has already proved himself an able teacher in the normal.

Mr. Ben. C. Burt, formerly a member of the normal school, and since a graduate of Michigan University, takes the position of instructor in reading, and in English literature. No other changes in the Faculty. The present organization of the Normal School promises great efficiency. No better inducement can be offered to the aspiring young professional teacher of the State than to know that the instruction in the State Normal School is thorough and complete; that no other persons are admitted to the school than those who design to qualify themselves for teachers; that the truly *professional* spirit prevails throughout the school.

The diploma of the institution was conferred on twenty-four young men and women who had completed the elementary course, and had served *two years* in the public schools of the State since graduation.

A class of eight graduated June 29. W. A. Jones is pres't.

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**WALTER S. SMITH**, ex-superintendent of Marion county, complains that some of those who agreed to stand by him in the suit testing the legality of the county superintendency law, now fail to bear their part. We presume, however, the delay in responding is caused by inadvertence rather than through an inclination not to pay at all. It is but a light tax on each, only \$1.85, while the whole is too much to be borne by one.

As you cannot avoid your own company, make it as as good as possible.

**THE** per cent. of attendance in the Wabash schools, for the last year, was 84.7, instead of 91.5, as given last month. This makes a material difference.

**THE** Terre Haute schools will employ 79 teachers next year.

**SEVERAL** of the members of the Faculty of the State University are spending a part of their summer vacation attending teachers' institutes, thereby popularizing the University. Where are the representatives of the State Normal school?

**UTAH** now has an Educational Journal, published at Salt Lake City, and edited by one of Indiana's old and well known educators—J. M. Coyner. The first numbers look well, and we bespeak for it the patronage of any of our readers who may be desirous to know how education prospers in the "Far West." Brother Coyner, the Journal wishes you and "yours" eminent success.

WE are out of March numbers of the Journal and will be glad to extend the time one month of any who will return to us this number, giving name and address. Please send at once.

THE State Superintendents of some ten or twelve of the Northwestern States will convene in Indianapolis September 22, to consult about matters pertaining to their common work. Such meetings can but result in good.

HUNTINGTON will sustain another course of lectures the coming season.

SEYMOUR has just contracted for a new six-room, *ten thousand dollar* addition to school facilities.

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### NORMALS.

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SULLIVAN.—The normal school, at Sullivan was well attended, the enrollment reaching one hundred. Enthusiasm prevailed. All the common school branches, and several additional ones, were thoroughly reviewed. Sullivan county teachers will not be found in the back-ground. Lectures on school management were given daily during the term.

WESTFIELD.—The normal at Westfield, under the charge of Phebe Furnas and Charles F. Coffin, was both pleasant and profitable. It was not large, the enrollment reaching but 29, but the regularity of attendance was unusual, and the interest was kept up to the close. A lecture was given in connection with the normal each week, all of them good and well appreciated.

Our normal opened on a *stormy* Monday with 28; ran up immediately to 35; and our attendance has been as near 100 per cent. as I ever knew attendance to be. We now enroll 37, and our actual attendance is 35. There is scarcely a pleasanter place anywhere for a normal school than at Clayton, nor one where a good school is more appreciated. Our county superintendent gave an interesting paper on chemistry, accompanied with fine experiments, and Prof. B. F. Owens lectured us on our "Monuments." Length of term, five weeks. Branches, Com. Sch. and Algebra. Opened July 26, closed August 27. Tharp and Dunn were our very efficient instructors.

Our normal at Marion is a great success. Attendance large, interest good, work pleasant. We have a fine class of students. Three classes in Algebra, three in Latin, classes in Botany, Philosophy, Astronomy, and classes in the common branches. We are building up a good normal here, in my judgment. T. D. Tharp, county sup't has charge.

WILL M. CROAN has in successful operation a normal at Alexandria, with an enrollment of 76. Mr. C. is a young man, but means business. He read quite an interesting paper before the county institute, discussing the relative merits of Church and State education.

An unusually interesting and lively normal school has been conducted this summer at Plymouth, by superintendent Bailey, assisted by superintendent Chase of the Plymouth city schools.

The attendance has been fair in numbers, and very regular. The teachers have been enthusiastic in their work, and the school, in its results, has been a decided success.

Superintendent Bailey is inaugurating needed reforms in his county, and has secured the co-operation of his trustees and teachers.

While the town and city schools of Marshall county are as good as can be found in the State, the district schools have been inferior. A reformation in the educational work may be anticipated in the county.

Prof. Rice and superintendent Caulkins held a very successful normal at Battle Ground (7 miles from Lafayette); over 50 teachers enrolled. The schools in Tippecanoe county will begin early in September. Length of term will range from seven to nine months. Teachers' monthly wages range from \$35 to \$60—average about \$48. Scholarship, experience and success determine the rates.

The Miami county normal, held at Mexico, seems to have been an unusual success. At the close resolutions were passed thanking county superintendent Ewing for his interest and his efficient work, thanking the good people of Mexico for hospitalities, thanking Dr. McKee, W. H. Green, Harry G. Wilson, Wm. B. Hoover for valuable instruction, and censuring severely the trustees for reducing the wages of teachers.

The Wayne county normal, held at Centreville, under the joint supervision of T. C. Smith and superintendent J. C. Macpherson, was a session of six weeks, closing August 20. It was well taught and well attended. The county institute followed, the week after.

At the close of the normal, superintendent Macpherson was presented with a handsome gold pen and holder, and three volumes of Prescott's Conquest of Mexico—these, in addition to complimentary resolutions. "Served him right."

J. C. Chilton, assisted by Miss Nellie Loomis, both of this State, held a six weeks' normal at Mayfield, Ky., which was followed by the county institute. Miss Loomis taught a model school. Seventy-eight were enrolled, and the work done is highly commended by the papers. Teachers in this section of Kentucky are earnest, but have not enjoyed institute advantages to any extent. The school fund is small and teachers receive meagre wages.

W. R. Williams and D. S. Kelley began a ten-weeks' normal at Spencer, July 26. The enrollment has reached 40. This does well for a ten week term. The longer the term the better. Superintendent Williams is aiming through these normals to improve the teachers and thus make the schools better.

James T. Irwin is teaching a normal institute at Little York, Washington county.

W. Irelan, superintendent of White county, taught a successful normal at Burnettsville, with an average attendance of about 70. Good.

Superintendent Jas. A. Barnes is conducting a normal class at Waterloo—over 60 enrolled the first week. DeKalb county teachers always attend normals and institutes.

The Kewanna normal and graded school, W. T. Fields, principal, will open September 7. The term of normal just closed was a success in everything save numbers. The same may be said of the normal at Winamac.

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## INSTITUTES.

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**MONROE COUNTY.**—July 12, D. Eckley Hunter, assisted by William Watkins, of Dayton, Ohio, and George E. Foskett, of Louisville, Ky., began a four-week normal school at Bloomington, and continued it with the superintendent's consent and help, and a fifth week, without tuition, as a county institute, Mr. Hunter drawing from the county the legislative bonus of \$50. The enrollment for the institute was 78, and the average attendance 59.

Mr. Watkins left us in the third week of the normal. Professor Hosp worked two days in the institute. We had no night lectures, but much solid and practical instruction was given in history, geography, arithmetic, grammar, physiology and penmanship, and even down to the humble work of spelling.

The exercises were adapted to the needs of the teachers. Instructors aimed to teach and, at the same time, to show how to teach. Teachers have improved much in this county within the last two years.

M. M. CAMPBELL, Sup't.

**JOHNSON COUNTY.**—The Johnson County Teachers' Institute was held in Franklin, the week commencing August 16. The total enrollment reached 85, equal to the number of schools in the county.

Sup't. J. H. Martin conducted the institute in a very satisfactory manner. Able instructors were present during the whole session.

Professors Olcott and Bell were earnestly commended for the practical work they gave, and the life they infused into the institute. Prof. John, of Moore's Hill College, in a few lessons in Mathematics, completely destroyed the old fundamental rules of arithmetic, and built of their ruins new and logical rules.

Profs. Bowles and Cole conducted exercises in grammar, deducing many new and interesting facts, presenting the subject in a new light to the majority of the teachers. A. E. Buckley of Thorntown, conducted a most interesting exercise in reading. Miss Loomis and Mr. England conducted recitations in geography. W. R. Putnam, of Chicago, gave a capital lesson on notation.

The institute was favored with addresses from Professors John, Olcott, Bell and Stott; all fine productions and intensely interesting to the teachers.

Resolutions were offered censuring the last Legislature for their disgraceful action in regard to county superintendency, and against any division of the school fund.

J. R. RAY, Secretary.

SWITZERLAND COUNTY.—The Switzerland County Institute convened at Vevay, Aug. 16, 1875, and was opened by the county superintendent, Charles Robenstein. Number in attendance during the week, 239.

Prof. Charlton, of Vincennes, and Prof. Olcott, of Indianapolis, were with us and rendered valuable aid to the institute.

BETTIE BELL, Secretary.

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## PERSONAL.

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JOSEPH MOORE, president of Earlham College, has returned from a year's vacation, mostly spent in the Sandwich Islands, and will resume his official duties at the opening of the school year.

S. S. TOWNSLEY, graduate of Lebanon Normal School, goes to Zionsville as principal.

J. F. SKULL conducted a normal institute at Zionsville. He was assisted by Jennie Laughlin; and Anna Calvin conducted a model primary class.

R. G. BOONE takes the principalship of the Rich Square school the coming year.

W. V. McCUNE takes the Thorntown schools next year.

D. S. JORDAN, last year of the Indianapolis high school, takes the chair of natural sciences in the N. W. C. University.

H. E. COPELAND, late of the Wisconsin normal school, at Whitewater, is to take the natural science department in the Indianapolis high school.

R. S. PAGE, of Sidney, Ohio, takes the principalship of the sixth district school, Indianapolis.

W. W. WHITE remains in charge of the Dublin schools.

E. B. MILAM, formerly superintendent of Knox county, goes to Carlisle, Sullivan county. He leaves old Knox strongly indorsed, and with the best wishes of many friends.

WM. P. PINKHAM, as we learn, is making a success of the Southern Indiana Normal School, at Paoli. Mr. Pinkham always makes a success.

D. W. THOMAS will remain at Wabash, the city noted for the punctuality of its school children.

MISS LYDIA DIMON, for several years past principal of the Elkhart high school, is to take a similar position at Attica, and Miss Sarah Harmon, principal of the Attica high school, is to take the Elkhart high school the coming year. "An even exchange is no robbery." Both ladies stand well as high school principals.



GEORGE W. REGISTER, who served as county examiner and county superintendent in Sullivan county for four years, is to be principal of the Paxton schools.

ALFRED KUMMER will continue in charge of the Mt. Vernon schools.

T. W. FIELDS is to have charge of the Kewanna schools this year.

C. L. HOTTEL is principal of the Clear Spring school, at Mooney.

E. S. CLARK takes the Aurora schools.

J. A. CUSCADEN is principal at Cochran.

D. E. HUNTER will spend the fall in institute work. He is an old hand at the business, and a good one.

We learn that John M. Bloss, of New Albany, late candidate on the Republican ticket for State Superintendent, has been tendered the superintendency of the Evansville schools. Whether he will accept or not is not stated.

A. M. Gow, late superintendent of the Evansville schools, as we are informed, will not, for the present, engage actively in educational work. We regret to hear this. Mr. Gow has, in his eight-years stay at Evansville, made its schools equal to the best in the State. He has been one of the most active and efficient members of the State Board of Education, and the educational cause loses in him one of its ablest and most earnest advocates.

MISS H. M. WRIGHT, last year the energetic and successful principal of Oxford Academy, now answers to the name of Mrs. Wilmoth.

WM. RUSSELL is superintendent of the Salem schools.

Prof. VOTAW takes the principalship of Blue River Academy (Washington county) the coming year.

Prof. JAMES MAY, one of southern Indiana's best known teachers, is conducting a private class of about twenty young men and women at his residence in Salem.

J. F. RICHARD still remains at the head of the normal school at Fostoria, Ohio. He is making it a great success.

J. W. Caldwell still continues as superintendent of the Seymour schools. Miss S. H. Hoadley will remain principal of the high school.

Profs. KRITZ, of Crawfordsville high school, and Thompson, of Waveland Academy, are to exchange places the coming year.

B. F. Neisz will again take charge of the Kentland schools, which will open Sept. 13. He will organize, in connection with the high school, a normal class especially designed for teachers. Mr. Neisz is also county superintendent. Institute latter part of October.

LEE O. HARRIS is principal of the Lewisville graded schools.

WALTER WELCH takes the principalship of the Boonville schools at \$120 per months.

THE papers credited O. M. Todd, of Delaware county, with the Paper read at the late Superintendents' Convention, by James A. Barnes, of DeKalb county. We presume that the mistake arose from the fact that the two men resemble each other so much!

MR. and MRS. H. A. FORD, editors of the Michigan and Northern Indiana Teacher, have changed their residence to Kalamazoo, Michigan. They still keep an office at South Bend, however.

J. N. STUDY continues to superintend the Anderson schools. R. I. Hamilton, county superintendent, is principal of the first district school and D. N. Berg, of the second district.

W. H. WILEY, superintendent of the Terre Haute schools, has recovered his health so far that he will be able for duty at the opening of the school year.

W. H. Vallentine will continue as principal of the Terre Haute high school.

Prof. T. HARRISON remains in charge of the Shelbyville high school.

Mr. H. HEINRICKS, a graduate of Berlin University, Prussia, is to be principal of the Huntington high school.

J. L. HOUCHENS, of Columbus, takes the Acton schools.

Prof. WILCOX, of the South Bend high school, died very suddenly at Le Roy, New York, on his way home from an eastern trip.

I. E. YOUNGBLOOD, late graduate of State Normal School, is to have charge of West Union Seminary, at Oaktown, Knox county.

Miss LAURA NIXON, last year of Crawfordsville, goes this year to Huntington.

Miss MARY A. CLIFTON, last year of Attica, goes to Seymour.

E. P. COLE, one of the old veterans in the educational field, will remain at Hopewell, Johnson county.

J. M. JENNINGS, takes the East Germantown schools.

W. W. WHITE will soon begin his fifth year as superintendent at Dublin.

J. P. MATHER is to have charge at Hagesrtown.

A. E. BUCKLEY, late of Thorntown, goes to Lafayette (Chauncy).

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## BOOK-TABLE.

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PROF. OLNEY'S ARITHMETICS. New York: Sheldon & Co.

The author of this series of Arithmetics is Professor of Mathematics in the University of Michigan, and author of several works on the higher mathematics. The popularity of these works has led teachers and other educational persons to expect something more than ordinary in his arithmetics.

The series consists of three books, *The Primary*, *The Elements of Arithmetic*, and *The Science of Arithmetic* (in press).

*The Primary Arithmetic* is arranged so as to be admirably adapted to the wants of the beginner. It is very simple, appealing more to the perception than the reason. The author has observed the order in which the different powers of the mind develop, and suited his books to it.

"*The Elements of Arithmetic*" is intended to follow the primary in graded schools, but is so arranged that it may be used alone, with success, in our country schools. It contains all that need be taught on the subject of arithmetic, in our common schools.

In the first part of this book the inductive method is used, and the principles, definitions and rules follow as statements of the process. As the pupil advances, the inductions are less extensive until, finally, they are dropped entirely, and the statement is made at the beginning and followed by illustrations, applications and demonstrations. The rules are few, but comprehensive and practical.

The author has in press, besides "*The Science of Arithmetic*," a "*Teacher's Hand-Book of Arithmetical Exercises*," which is intended to accompany *The Elements of Arithmetic*. This will be of value to the teacher, as it will furnish quite a large number of exercises for drill in the class room.

*HISTORY OF THE UNITED STATES*, by John Clark Ridpath, Professor of Belles Lettres and History in the Indiana Asbury University. Jones Brothers & Co., Cincinnati, Philadelphia, etc.

Another *History of the United States* has been added to the long list with which we are all familiar, but if it will aid our American boys and girls to gain a little knowledge of the history of their own country, and thus make them better citizens of this great republic, then we will be glad that it was written, for it has fulfilled a mission.

The history of the first hundred years of our country is told by the author in a smooth, lively and attractive style, and while he has given to every fact, whether of peace or war, its proper place in the narrative, he has not forgotten to discuss the philosophy of history as fully as the limits of his work will allow. The book is finely illustrated, contains many geographical maps, and follows the plan of "*Lyman's Historical Chart*."

It is large, containing more than a mere outline, and well adapted for the wants of high schools. The rage for brief histories is about over. Experience has proved that in order to remember, something more than a skeleton of facts must be given. Its size, its beautiful print, its maps and illustrations unite to make it an attractive book, and the fact that it was written by an Indiana man, should recommend it to all Indiana teachers.

*ROBINSON'S SHORTER COURSE IN ARITHMETIC*, by Dan'l W. Fisk, A. M. New York and Chicago: Ivison, Blakeman & Taylor.

Robinson's Series of Arithmetics have always been deservedly popular. The present work is as meritorious as those issued before under the same

name. To ungraded schools this work particularly commends itself, embracing in *one volume*, as it does, every necessary form of exercise, both oral and written. The book will commend itself to teachers in many ways. The arrangement and finish of the work are superior, thus making at first a pleasing impression. The frequent reviews must meet with hearty approval. The treatment of every topic, from beginning to end, is thoroughly inductive. As a *special* feature of the work, we notice that United States money is taught with the four fundamental rules. Measurement and mensuration have received special attention.

Robinson's First Book in Arithmetic has also been prepared by the same author. Like the volume first mentioned, its appearance is prepossessing, and it seems well adapted to the use for which it was intended, viz: a logical introduction to the vast field of mathematics.

WORCESTER'S DICTIONARY. Boston: Brewer & Tileston. R. W. Putnam, agent, 113 State st., Chicago.

Worcester's Quarto Dictionary contains 1,854 pages, and gives, in its vocabulary, 100,000 words.

We have for years used Worcester's dictionary, because we have regarded it as the safest guide. Dr. Samuel Johnson once said that, as a lexicographer, it was his duty to explain words, not to change them. Taking Dr. Johnson's position to be the correct one, Worcester deserves to be placed in the front rank as a dictionary maker. He has not presumed to give his individual notion or preference as to how words should be spelled or pronounced, but has taken as his guide the usage of "the best speakers and writers." According to our judgment, no other dictionary follows so closely this correct standard. One special reason why we prefer Worcester is that in all disputed cases it gives, not only its own preference, but the preferences of all other recognized authorities; so that in getting one you get all others at the same time. This is certainly not a little point, and one not found in other dictionaries.

THE HESPERIAN SLATE COVER is something new and sensible. It is made after the style of a book cover in board or half-board, and cloth backs, and can be attached to any slate, in a few seconds' time, by any one who has ingenuity enough to drive a tack. It is much more convenient and less cumbersome than the double slate, and much cheaper. They are put up in dozen packages, with fixtures for attaching included. For sale by Merrill, Hubbard & Co., Indianapolis.

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## LOCAL.

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RICHMOND, IND., August 14, 1875.

WILSON'S SYSTEM OF INDUSTRIAL DRAWING.—More than forty-six years ago, after much difficulty, I procured my first Drawing Book, and ever since my attention has been turned to the study and exercise in the

great art of Drawing. And often teaching myself, I have taught many others, of both sexes; but for the last twenty years, many more ladies than gentlemen. I have used many different systems and drawing books, *ad libitum* and *ad valorem*, and frequently, for lack of the thing needed, have been compelled to invent what I had never found until I saw Wilson's Industrial Series. It fills a want long desired and very much needed to assist our shops and manufacturers. It is what is needed for every department where beauty of proportion, symmetry in form and great exactness are required. The system enables exact copies to be made of any desired size; hence it is of the utmost need for the Pattern Maker, Modeler and Architect, and, in fact, in every department of industry. To the ladies it is simply invaluable, as it can be applied to any department of industry where accurate designs of various sizes are to be executed in needle work, as well as for patterns for cutting garments. The introduction of drawing into our public schools and colleges will mark a new era in the growth and success of the empire of design in the West. Our large western manufacturing establishments will soon not be dependent on the skill of the East for new designs; for our young men will develop in our midst designs more in accord, with the go ahead and enlarged ideas of our immense West. And we shall have models of design in our manufactures which will eclipse the foreign in beauty, usefulness and simplicity just as our models in ships and agricultural implements have already won victory in the old world.

The Wilson system is bound to win and hold a place in all our public schools, where men of sound common sense and eye-sight hold the place of school trustees.

Signed—Marcus Mote, Artist and Draughtsman, "Principal of Richmond School of Design for Women."

INDIANA STATE UNIVERSITY, BLOOMINGTON, IND.—The next session of the regular course, Collegiate and Law, will begin September 17, 1875. Applicants for admission to the College classes will be examined on the 15th and 16th of September. A preparatory department has been established in connection with the High School of Bloomington in which *Tuition is free*, as well as in all the other departments of the University.

Ladies are admitted on the same terms as gentlemen. For catalogues and other information, address Prof. T. A. Wylie, Pres. *pro tem.*, or the undersigned.

R. C. FOSTER, Secretary.

WE see by the St. Paul (Min.) papers that Harvey's Graded School Readers have been adopted for that city. Two reasons determined this action: (1.) superior merits of the books; (2.) cheapness.

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# INDIANA SCHOOL JOURNAL

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## "THE IDEA BEFORE THE WORD."

 I. E. YOUNGBLOOD.

**T**HIS pedagogical maxim, viewed from a psychological standpoint, presents itself in distinct and clearly defined parts. First, the Idea, its nature, its time and mode of formation. Second, the Word, its origin and relation to the Idea.

Our knowledge is the sum of our ideas. The child begins the acquisition of his knowledge by gaining single percepts or ideas. These he acquires through sense and consciousness. He is endowed with five senses, each of which gives a different percept, or idea. A percept is a single idea gained by a single sense. The mind combines the percepts given by the several senses into a whole, thus forming a mental image, or a representation.

The *image* and the *percept* are necessary elements of knowledge; hence they should be permanently fixed in the mind. This is done by the energetic application of the mind to them in view of this end. They can be recalled for future use under the necessary laws of association.

To make knowledge more permanent, and to aid in the higher process of thought, a more complete idea is formed. In the formation of this idea, individual objects are observed, and their universal attributes, or properties, are thought into a whole; this whole is a general idea, or concept, and will apply to each individual of the kind from which it is obtained.

These three ideas, the *percept*, the *image*, and the *concept*, are logically related; each preceding one furnishes data for the one following.

The idea, in some one of its forms, is employed in all acts of thinking. The *percept* and the *image* are employed in the lower forms of mental activity. The *concept* is used in all the higher thought processes. It is a tool, or instrument by which objects are classified, generalized and systematized. In these processes, thinking is greatly aided by terms of language, both spoken and written. Thought requires language as an assistant, because objects of thinking are generalized objects and such objects have no existing realities.

Brutes have no power to abstract, generalize and classify, and for this reason are incapable of language. They cannot form and use concepts. They have no power to cognize the similar attributes of different objects as the same, i. e., as universals.

Since human intelligence forms ideas which have no existences apart from the mind that thinks them, a language by which to express and record them becomes necessary. Language originates in the necessity for conveying and preserving ideas. The results of thinking are made permanent by terms of language. Words spring into being as fast as definite ideas are formed. They fix, preserve, and exhibit ideas as in a crystal shrine, both hard and clear. It is natural for man to think, and he speaks because he thinks.

Man's liability to forget, his desire to communicate with those not present, and the promotion of science, necessitate a written language. Seeing these necessities, the ancients employed pictures to represent and convey their ideas. These became frequently used, and were much abbreviated to render them more easily and quickly made. A need was felt to represent ideas which could not be pictured—abstract ideas—and these characters became symbolical. A circle represented eternity, the picture of a fox, cunning, and that of a lion, strength. Afterwards the same characters, in whole or somewhat modified, were used to represent monosyllabic words, and when these were compounded they represented syllables. At last they were made to represent sounds, and the alphabet was invented. The inscriptions on the Egyptian Pyramids show pictures in every state of transition until they became letters representing sounds.

The alphabet is the ground work, or basis of all written languages. It must, therefore, be learned in order to interpret and use language effectively, i. e., to express our own thoughts, feelings and purposes, and to gain those of others. In teaching the alphabet the principle—"the idea before the word"—should be observed and strictly adhered to. The method should present the subject in the order in which the faculties of the mind are developed. The process should begin with the idea, expressed by the word, and proceed to the word, thence to the parts of the word, thus giving the idea of the form and use of the characters. The word should be taken as the element with which to begin, because it is the simplest form of language that has direct relation to the child's thoughts, and he has no use for language except as he uses it in direct relation to his own mental operations. When he is familiar with the word in its relation to his thoughts, he is led, by speaking it distinctly, to see that it is composed of separate sounds, and that each has its representative in the written word. He now has the idea of the characters and must have the terms to express them; hence, their names are learned.

If, on the other hand, the character is presented before the written word, i. e., the sign before the idea, the child can see no direct relation between the knowledge which he already has and that which he is expected to acquire. According to this method, before the child could know the word *cat*, as a word, or could associate it with the real object, he would have to learn the names of its parts, *c*, *a* and *t*, then to learn the word he is required to simply name over these parts. But how can a child get the correct pronunciation of a word by naming the signs which represent it? If a child should see a *book* for the first time and ask what it is, who would reply by saying *cover*, *back*, *leaves*? Would this give him the word *book*? This illustrates the "Alphabetic Method"—teaching the *word* before the *idea*.

To read, effectively, requires complete possession of the idea before the content can be expressed. Philosophically, reading is fathoming the depths of thought and expressing the content. We only read when we gain thoughts, feelings, and volitions similar to those which the author records, and express them so as to form in the minds of others similar thoughts, feelings and volitions.

Our language studies should be grounded on the principle—



"Thoughts before language." This is their originating, organizing and determining principle. Thought is *the* organic and vital element of language; it is that which has determined the forms of words, their classes and their uses. It has determined the structure of the sentence, its form, and the relation of its parts. The study of grammar, composition and rhetoric, as well as the construction of language in general, should be grounded in thought. The forms of thought must be known before the forms of language in which they are embodied can be known. Beginning with the thought and proceeding to the forms which language furnishes for the suitable embodiment of thought, we proceed naturally, easily, and satisfactorily, because every step is in intelligence and in order. We understand why we are to use this form of expression and not *that*.

The reversal of this maxim—the putting forward the word and making it the commanding object in study has caused a general failure in teaching these branches. This has been the occasion of the general aversion to the study of grammar and of rhetoric, and to exercises in composition. Such is the evil effect of this unnatural mode of instruction.

The child acquires the idea of numbers and the operations upon them before he learns the characters which represent them, or the symbols which indicate their operations. He distinguishes objects from one another. He knows them as separate, and can distinguish individuals from collections. In this way he acquires the idea of numbers, and is led to see the necessity for terms and characters to represent these ideas. In his experience and observation with concrete objects—by combining and separating them—he sees that certain changes are effected. This necessitates terms and symbols to indicate these operations, which are almost spontaneously learned.

In a manner similar to this the science of arithmetic originated. Pressed by necessity, primitive men began to enumerate present objects. Afterwards they desired to count absent objects, but finding the mental process too great they resorted to counting their fingers, as children do; hence, the application of the word *digit* to a number less than *ten*. When they did not count their fingers they used other objects, usually pebbles, as indicated by the word *calculus*, which means a pebble. Some nations used five as the basis of their scale of rotation, probably because five

is the number of fingers on one hand. Others used ten, because that is the number on both hands.

Calculation for a long time consisted of operations upon concrete objects. In the course of time the ability to use larger numbers was acquired, abstractions were performed and symbols were invented; short lines were used to represent numbers, more difficult calculations were made, and arithmetic began to assume something of its present form.

The principles of geometry were known and made use of long before they appeared in a science. A loose mass of geometrical knowledge floated about in the minds of men, until such philosophers as Thales, Pythagoras and Plato reduced the whole to a science and found fit expression for the necessary and universal principles upon which it is based.

Fragments of logic drifted about in the same way in the minds of those who had attained a considerable degree of civilization, until the giant mind of Aristotle collected them and constructed of them a science, which has now the approval and admiration of the world.

In a similar way botany became a science. In the poverty of early thought feeble classifications were made. Among them was that which divided plants into *trees, shrubs and herbs*; that which classified them according to *use, size, place of growth, lactescence and generation*; and that which arranged them according to their qualities, as *aromatic, alimentary, medicinal and vinous*. These classifications were gradually displaced by others more systematic. Step by step, close investigations revealed new facts, until the concept was reached by Linnæus, who placed the science of botany upon the firm basis of inherent resemblances and differences existing throughout the vegetable world.

What has been said shows from a psychological and a historical point of view, that the idea in every case referred to *naturally and necessarily* precedes the word. But in the study of a foreign language whose object is not to develop the thought contained in it, but to educe the thought from the form of words in which it is embodied, this maxim should be reversed; though in the study of one's own tongue, and *all* the sciences in which thought is constantly developing and evolving new facts, the principle—"the idea before the word"—should be persistently and universally practiced.

## WHAT SAYS ARISTOTLE?

*Passages relating to Education from the Ethics, Politics and Economics of Aristotle. Selected by W. H. Venable.*

**THE OBJECT OF POLITICAL SCIENCE.**—Now it (the chief good of man) would appear to be the end of that which is especially the chief and master science, and this seems to be the political science; for it directs what sciences States ought to cultivate, what individuals should learn, and how far they should pursue them.

**MAN'S CHIEF GOOD.**—Man's chief good is an energy of the soul according to virtue—according to the best virtue and in a perfect life.

**THE VIRTUES ACQUIRED.**—The virtues are produced in us neither by nature nor contrary to nature, but, we being naturally adapted to receive them, this natural capacity is perfected by habit. \* \* \* It does not, therefore, make a slight, but an important, nay, rather, the whole difference, whether we have been brought up in moral habits, or in others, from childhood.

**DIFFERENCE BETWEEN THE GOOD MAN AND THE BAD.**—Perhaps the principal difference between the good and the bad man is that the good man sees the truth in every case, since he is, as it were, the rule and measure of it.

**ORIGIN OF ALL LEARNING.**—But all learning is derived from things previously known, and is derived partly from induction and partly from syllogism.

**EDUCATION AND THE LAWS.**—To meet with right education in the path of virtue from childhood is difficult, unless one is brought up under such laws; for to live temperately and patiently is not pleasant to the majority, and especially to the young. Therefore education and institutions ought to be regulated by law; for they will not be painful when they have become familiar.

**PUBLIC AND PRIVATE EDUCATION.** It would seem that the case of the individual might be studied with more accuracy, if the education was private; for then each is more likely to meet with what suits him. But still a physician or a gymnastic mas-

ter, would take the best care of the individual, if he knew the general rule, namely, what is good for all men, or for all of a certain class; for the sciences are said, and with truth, to have to do with general rules.

THE GOVERNMENT OF CHILDREN.—The government of children should be kingly; for the power of the father over the child is founded on both affection and severity, and this is a species of kingly government.

CHILD VIRTUE.—As a child is incomplete, it is evident that his virtue is not to be referred to himself, but to the full-grown man, and to him whom he obeys.

VIRTUE AND EDUCATION.—Virtue and education may most justly dispute the right of being considered as the necessary means of enabling the citizens to live well.

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## A FEW ITEMS CONCERNING THE HAWAIIANS.

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JOSEPH MOORE.

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THE Hawaiian or Sandwich Islands are a group in the North Pacific, about 2,300 miles from San Francisco, lying in the direction of northern Australia, and between the parallels of nineteen and twenty-two. There are seven or eight principal islands, comprising about 6,000 square miles, and hence have about one-fifth the territory of the State of Indiana. The islands are entirely of volcanic origin, save the borders of fringing coral reef that surround them where the water is not too deep. The aboriginal inhabitants, of whom there are about 55,000, are of the Malay race and have a language of their own—the Hawaiian. There are about 3,000 whites and more than a thousand Chinese. They have a government of their own. An ordinary native knows nothing about the "Sandwich Islands." If you speak of "Hawaii Nei," (the Hawaiian kingdom) he understands. A king and parliament are at the head of government affairs. The parliament consists of a house of nobles, appointed by the king for life, and a house of representatives elected by the people. The late visit of king Kalakaua (Ka-lah-kow-ah) to this country

has recently called forth many inquiries in reference to the little kingdom which he represents, standing so isolated in the Pacific, it being about a thousand miles from any other considerable islands. The great change wrought in their condition through the labors of American missionaries within the last fifty years, has drawn the attention of civilized nations in general. The king, who was looked at as a curiosity by so many of our citizens last winter, has a fair English education, and is a pretty good specimen of a Hawaiian of the royal line, though his features approach more to the African than what we usually see among his countrymen. I fear his visit to this great country did quite as much to confirm him in the bad ways of a civilized people as in the good. He knew enough about drinking before he helped quaff the beverages for which such heavy bills were presented to our government. He had seen enough lewd dances and heard enough obscene songs before his introduction in New York to the "Black Crook." But the Hawaiians do not all drink, and many of them are kinglier in their look and manner than their king. Many of them have pleasant features and fine forms and a kingly or queenly carriage, but more of them have an indifferent look, and very careless, dirty habits. But sturdy looking and well proportioned as many of them are, they are not hardy. They are very susceptible to the diseases of foreigners, and have very poor constitutions to resist them. Take a thousand Chinamen or Europeans and a thousand Hawaiians, and let them all have the measles or small pox, or even a severe "cold," and there would probably five of the latter die to one of either of the former. The nation has been dying out ever since the days of Captain Cook, who landed there in 1778.

The influence of civilization and christianity seems, in some degree, to have *retarded* the rate of decline but has not stopped it, and there is little hope but that it will go on. The diseases left by Captain Cook and his crew, together with the habit of drinking *ava* (ah-vah), have, it is believed, been the cause of the leprosy and a general decline of their physique. *Ava* is a plant of the genus *Piper*, from which they make a narcotic intoxicant. Honolulu, the capital, is the only place in the kingdom—by a decree of the natives themselves—where the sale of intoxicating liquors is allowed, and there only to *foreigners*. The poor thirsty Americans, and English, and Germans, could not endure the

privations the native had imposed on themselves through the influence, in the first place, of the missionaries. But while it is sold there will be natives who will contrive to get it, and, as for the ava, such as are disposed can secretly make their own, for they have only to chew the root and spurt the juice and saliva into a calabash and let it ferment, when it is ready for use.

Heathenism, on these islands, has hardly been so great a barrier to christian civilization as the counter influence of corrupt foreigners from civilized countries. Through some influence or other, the sale of opium is licensed in Honolulu, but the "heathen Chinese" is clear, for he remonstrated heavily against it—sent in a petition generally signed by his countrymen there. The parliament is largely made up of whites. They must receive their salaries whatever becomes of the nation, and the sale of opium brings in twenty thousand dollars revenue annually. The American Board of Missions, some years since, withdrew its support from these islands, and while the church membership and the church-going people number proportionally as well as in the United States, still the work of organizing and religiously instructing the people is nearly all in the hands of native teachers, whose authority is less, and whose tone of life is lower than that of the missionaries. From this cause, together with a disposition on the part of many of the younger people to imitate the worse class of foreigners, there appears to be a decline, at the present time, in their social and moral status. If desired, I may possibly speak further of their educational status at another time.

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## WHAT SHALL BE TAUGHT IN THE SCHOOLS?

GAIL HAMILTON.

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THE tendency of the times seems to be in the direction of elaborating rather than of simplifying our schools; we aim at more rather than content ourselves with less. While I question the wisdom of this course, I beg to be understood as only questioning not denying it. My own misgivings may be entirely baseless, and are of course not to be set off against absolute proof on the other side—proof which I think it is yet too early to furnish. Nor do

I even question the motives of those who are engaged in the work of school reform, or, let us say, school advancement—except when they speak of female teachers as inferior to male teachers—in which case I credit their motives as little as their judgment! there are blunders which even a man has no right to make, But ordinarily the patriotism, the public spirit, the single-mindedness of men who are engaged in school matters rank as high as those of any other public officers. Least of all is the cry of aristocracy to be raised against the present system, with all its complications, high schools included. On the contrary, we have the most democratic of institutions. It is not only true that all the schools are open to all the people, but it is also true that the rich are taxed far beyond their proportion of direct benefit. If a man is poor, his share of the high school tax is almost imperceptible; but he can send his twelve children to the high school where they will receive just as warm a welcome and just as careful culture as the one daughter of the rich man. If there were no high schools, the poor man's children would go uneducated, but the rich man's child would be well cared for at a private school. I do not say that this would be just as wholesome; for a very decided benefit arising from our present system is the mingling and measuring against each other of different classes of society—a benefit which inures quite as much to the rich as to the poor. Nevertheless, it remains that our present system, costly and elaborate though it be, is far more democratic than a more simple and inexpensive one. It puts the costliest education within the reach of the poorest boy.

We have drawing and music in the schools. We are talking about sewing and science. It is absurd, says a school manager, to teach a child the names of all the branches of the Amazon and leave him in ignorance of the principle by which water rises in a pump. The theory of aiming at mental discipline primarily is to be discarded, and we are to aim instead at imparting the greatest amount of the most useful information. Half the time we devote to reading would give the pupil a knowledge of the French language. Spelling should bow to weightier matters on the principle that actuated President Felton to apologize for his numerous orthographical blunders by saying, "Spelling isn't my business; take up Greek and I am ready for you." Spelling consists merely of verbal signs, and to exact accuracy in retain-

ing them consumes an immense proportion of time and works great mental mischief. The mind should not be dwarfed to gain even tolerable spelling, but should be taught incidentally. Thus shine the new lights.

No doubt many pupils would much prefer to take their spelling "incidentally," rather than bear any longer the yoke of "accuracy," but I cannot help thinking that when a boy sits down to a column of words, and puts his mind on them, and abstracts it from everything else until he has possessed himself of their spelling, he has acquired a mental vigor which no "incidental" learning could give him. These things are, indeed, sometimes carried to excess, and I have myself waxed wroth over the utterly unreasonable and ignorant length of a spelling lesson given to a girl eight years old. But because too much weakens, it does not follow that just enough cannot strengthen. If a man is a famous Greek scholar and President of Harvard University, he can afford not to know how to spell; but if the butcher, the baker, and the candlestick maker do not spell their accounts and their love-letters correctly it will infallibly be laid to ignorance, madam, sheer ignorance; and they will not stand so high in the community as if they had displayed more accuracy in retaining verbal signs. I cannot think our small mental stature is fairly attributable to our early bouts with

AMITY,

JOLLITY,

NULLITY,

POLITY.

The dwarfing began further back than that. No doubt there is a point where geography ceases to be a virtue in a public school, but why should it be pieced out with a pump? I do not see that it is any more necessary to a man's happiness to know why water rises in a pump than why it rises in the Amazon river. I am surrounded by persons who know why the water rises in a pump, but not one of them can tell me why it will not rise in my cistern. A thousand men may have Torricelli and Galileo at their tongues' ends, but if the cook tells them that the pump sucks, nine hundred and ninety-nine of them will send off to the plumber promptly as if they believed only that nature abhors a vacuum. The dullest clod can draw water just as deftly as the philosopher. The knowledge of atmospheric pressure is therefore no more "useful" than the knowledge of geography.



"Facts" are on very nearly the same level in point of "usefulness;" at least such facts as are brought or proposed to be brought within school-boy range; but surely that education which is systematic, logical, comprehensive, is better than that which deals with isolated and disconnected facts. It is better to give a boy an accurate if general idea of the formation and outline of the world he lives in than to select one particular pebble in it and descant on that. To discard the theory of aiming primarily at mental discipline, and to adopt in its stead the theory of imparting the greatest amount of the most useful information, seems to me the fiat of ignorance, not of culture. Our business is not to impart information, but to teach children how to value, gain and use information for themselves. The information that can be imparted to the juvenile mind during its scholastic term is but narrow and scanty, but that mind may be so trained that all its life long it can gain lore with ease and rapidity. We do not make good huntsmen by providing them with game at the onset, but by showing them how to handle and hold and sharpen their weapons. If in practicing one can also bring down game it is well, but in all the preparatory course the main object is practice not prey.

The proposed introduction into our common schools of "elementary geometry, natural philosophy, drawing and the elements of chemistry," cannot be contemplated without misgiving, and the suggested introduction of the French language sends a chill through the natural heart. Considering that a large number of our school children come and go to unlettered homes, and that they leave school at the age of fourteen, it would seem that the time is short. What unearthly effects may we not expect when to the wild olive tree of their native tongue shall be grafted the still wilder shoots of the foreign speech! Doubtless some of our present intricacies could be cut away with advantage. A part of "the three Rs" could unquestionably be profitably curtailed. Possibly room could be made for the natural sciences; but I fear we should be found simply to have increased perplexity and to have extended superficiality.—*The Christian Union*.

## SCHOOL AND CHURCH.

ALFRED KUMMER.

SOCIETY, the world, in these days, more, perhaps, than at any other time, needs *men*. We mean, by this term, men, persons that are educated, developed in every department of their natures. Not, on the one hand, men whom their intellectual accomplishments have made haughty and falsely proud, in whom all the milk of human kindness and benevolence has soured, nor, upon the other hand, do we mean religious enthusiasts, men who cultivate the sensibilities, the heart powers, to the neglect of popular education. We mean by this term, men, persons who, in their intellectual powers and training, shine like stars of the first magnitude, and who, at the same time, are noted for their goodness and purity of heart; men who *think* and *pray*, who, in the pursuit of their non-theological studies, in the acquirement of knowledge and intellectual power, find inspiration and sufficient reason for grateful devotions to the God of the universe. Does not *this* age demand *such* men? We take it for granted that there *may be* such men, and ask, where are they to come from? The answer is, that they are the first product of the church and school. While it is true that the work of these institutions is separate and distinct, yet a part of their work is common, and, where one fails to perform its work, it becomes the duty of the other, under certain restrictions, to supply the deficiency. That the pulpit should, in these days, do more *teaching* and less *popular preaching* is evident, but no more evident than that the school has given too little attention to the moral culture of the young. Look into the nation at large, at men in their business relations, at children in the street, on the play ground and in the school room, and you will be deeply impressed with the fact that we need that kind of education which gives to its possessor *moral power* rather than intellectual; education that makes the child truthful, honest and upright in character, urbane in deportment and courteous in expression.

Every teacher, with an ordinary amount of experience, knows that some moral training is absolutely necessary to the preservation of order in the school room; that a plain, quiet, but forcible talk upon matters of conscience and right, has more influence

than hard rules or an over-threatening punishment. And it is this kind of instruction that should be imparted from the primary department to the end of the high school course. In the primary departments, let the great ideas of an all-seeing and aa all-loving God, the truths of the Decalogue, and such other religious and æsthetical truths be inculcated, as are adapted to the comprehensive powers of the child-mind. As the child advances through the primary and secondary grades, higher truths and principles of this kind should be presented, and the duties growing out of these principles constantly impressed upon the mind. Knowledge of this kind should not be merely theoretical, but such rules of conduct should be deduced the practice of which will come within the province of school discipline to enforce and to recommend. My idea is that we need, in all our schools, a course in moral philosophy and christian ethics that shall be systematically taught, and that shall begin in the primary department and end with the high school course. In the lower grades, let the instruction be oral, but none the less systematic, and let a text-book be studied in the grammar school and a more complete work on the same subject in the high school. I have, for several years, taught J. R. Boyd's Moral Philosophy, as a high school text-book, and with the most beneficial results; in some instances the result being an entire revolution in disposition and character, and the general effects have always been of the most gratifying nature. Who can estimate the amount of moral power that might be saved to society if such a course were begun with the impressible child and continued to the day of his graduation? That it would be all in vain, that it would not result in great good, *credat qui vult, non ego*. Every child that comes into the world, no matter how depraved and inherently bad, has a conscience, has moral sensibilities that can be and *ought* to be educated and made available to the world. The moral education of many a child is entirely neglected by the parents and by the church, and while the schools satisfy the cravings of the intellect, they have, up to this time, done too little of this work so shamefully neglected by parents and church. I do not think it necessary to stop and explain that I do not insist on the teaching of creeds and sectarian dogmas; the great fundamental principles that underlie genuine nobleness of character are found in such moral precepts and axioms as may be taught without offend-

ing even the Catholics; but it is better, even, that *some* should be offended than that we should have a nation of educated scamps. The age demands not great mathematicians nor learned linguists, but does demand *men*, in the sense in which that term has been explained. Would it not, then, be a good plan for superintendents to map out for their teachers a systematic course of instruction of this kind, introduce an elementary work (when some benefactor of his race shall have written or compiled such a work) into the grammar department, following it up with such a textbook as Wayland's or J. R. Boyd's Moral Philosophy, in the high school? At all events, let the schools have more of the *soul* of the church, and the church more of the intellect of the schools, and let the work of the one, more than in the past, be supplementary to that of the other.

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HEARING THROUGH THE TEETH.—A correspondent of the New York *Post* relates that a few years ago he was present when a party of school children, among whom was one deaf and dumb girl, were picnicking. The girls, among other refreshments, had a cherry cobbler apiece given them, each tumbler having in it a small glass tube with which to suck up the liquid; when, all at once, the deaf and dumb girl sprang into the middle of the room with vehement gesticulation, laughing vociferously and pointing to her ears. The other girls gathered around her with eager inquiries, and as soon as she could recover sufficient self-control to relate the circumstances, she told them that when she had drank nearly the liquid in her tumbler, so that the air entered the lower end of the tube, she distinctly heard the gurgling it occasioned, the first sound she had ever heard in her life.

He subsequently tested, in many ways, this method of conveying sound by means of the teeth, when the ears were closed, with most satisfactory results. The vibrations from a musical stringed instrument are particularly capable of imparting sounds through such a medium; and, in many cases, a deaf and dumb person, by means of a small, silver bracket which could be held between the teeth and fastened to the end of a piano, or other musical instrument, could be enabled to hear distinctly the melody produced by the performer; and where hearing was so rare the pleasure would probably be proportionately intensified, and minister much to the enjoyment of those loved and afflicted ones.—*Ex.*

## DIVISION OF DECIMALS.



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RICHARD NORRIS.

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**D**ECIMALS and integers both belong to the same class of numbers; decimals denoting all the numbers of that class below unity. They are governed by precisely the same law of increase and decrease. They both increase from right to left in a tenfold measure, and decrease from left to right in the same manner. Ten units of any one order make one of the next higher order; and one unit of any one order is equal to ten of the next lower order.

We can go as far below unity as we can above it; a slight difference in the termination of the names of the different orders respectively being sufficient to designate the decimal from the integer: as, tens, hundreds, thousands, for integers—tenths, hundredths, thousandths, for decimals—like terms being used for each, except that the terminations are different, the addition of *th* to the integral name serving to distinguish the decimal.

Since both decimals and integers are governed by the same law of increase and decrease, it follows that calculations on each should be precisely similar; that decimal addition, subtraction, multiplication and division should correspond to the same operations on integers. Hence division of decimals is subject to the same rules as division of integers.

In the division of integers the right hand figure of both dividend and divisor always stands in the unit's place, and the dividend and divisor each represents so many units; they are both of the same denomination of numbers, that is, both units.

Also, in division of decimals, both dividend and divisor should be of the same denomination, that is, same name or order. Both should be tenths, hundredths, thousandths, etc., before attempting the division. The right hand figure of each should correspond or be made to correspond, by annexing ciphers to that containing the lesser number of decimal places; each right hand figure should stand in the same order, so that the comparative values of the divisor and dividend would be plainly apparent, and you could determine whether the dividend would contain the divisor or not, before beginning the division.

If the dividend will not contain the divisor the division may

still be effected by annexing ciphers to the dividend, which is the same as multiplying the dividend by ten of the next lower order for every cipher so annexed—every cipher so annexed reducing the dividend to a lower denomination, but not changing its value.

The dividend being expanded or reduced to a lower denomination in order to accomplish the division, the quotient must be of a lower denomination likewise; every cipher annexed to the dividend in such case reducing the denomination of the quotient one order lower.

From the above we deduce the following conclusions:

1. The dividend must contain at least as many decimals as the divisor before beginning the division; if it does not, supply the deficiency by annexing ciphers.

2. In case the dividend will not contain the divisor without annexing ciphers, a decimal place will be required in the quotient for every cipher so annexed.

*Principles that should be remembered:*

1. Numbers of the same order will divide without reduction.
2. Numbers of different orders will not divide without reduction.

*Corollaries from the above principles:*

1. If the dividend is of a higher order than the divisor, it should be reduced to the same order by annexing ciphers before dividing.

2. If the dividend will not contain the divisor, reduce it to a lower order by annexing ciphers before dividing.

Observe that in both the above cases the dividend is reduced to a lower denomination by annexing a sufficient number of ciphers to the right hand of the dividend.

*Multiplication and Division of Decimals compared:*

1. In multiplication of decimals the product requires as many decimals as are contained in both multiplier and multiplicand.

2. Division of decimals is the exact reverse of multiplication.

3. The divisor and quotient correspond to the multiplier and multiplicand, and the dividend to the product.

4. The proof of division is by the multiplication of the divisor and quotient to form the dividend.

5. The multiplicand contains as many decimals as the decimal places in the product exceed those in the multiplier.

6. The quotient must contain as many decimals as the decimal places in the dividend exceed those in the divisor.

The following diagram exhibits the law of increase and decrease that pertains to both integers and decimals.

*Scale of Decimal Notation Ascending and Descending.*

Million.....	1,000,000
Hundred thousand.....	100,000
Ten thousand.....	10,000
Thousand.....	1,000
Hundred .....	100
Ten.....	10
Unit.. .....	1
Tenth.....	.1
Hundredth .....	.01
Thousandth.....	.001
Ten thousandths.....	.0001
Hundred thousandth....	.00001
Millionth.....	.000001

The annexed scale of decimal equivalents will be found useful in determining the comparative values of the different orders of decimals and fixing them in the mind.

*Scale of Decimal Equivalents.*

Tenths.	Hundredths.	Thousandths.	10 Thousandths.	100 Thousandths.	Millionths.
.1	= .10	= .100	= .1000	= .10000	= .100000
	.01	= .010	= .0100	= .01000	= .010000
		.001	= .0010	= .00100	= .001000
			.0001	= .00010	= .000100
				.00001	= .000010
					.000001

The scale is read thus: 1 tenth=10 hundredths=100 thousandths=1,000 ten thousandths=10,000 hundred thousandths=100,000 millionths; 1 hundreth, 10 thousandths, 100 ten thousandths, etc.

The following examples will present some of the most difficult cases in division of decimals.

Divide .0999 by .000003.

In this example the dividend is of a much higher order than the divisor. By reference to the diagram of decimal equivalents given above, we perceive that it requires 100 millionths to make 1 ten thousandth, hence by principle 2d and corollary 1st we annex two ciphers to the right of the dividend which reduces it to millionths. This gives us  $.099900 \div .000003$ , that is millionths divided by millionths, hence we now read it 99900 millionths  $\div$  by 3 millionths. Performing the division we get 33300 for a quotient, because there is no excess of decimal places in the dividend over the decimal places in the divisor.

Thus,  $000003).099900$

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33300

This may be made very plain to pupils by requiring them to find the number of three cent letter stamps which can be purchased for \$999.

Divide 1 by 10.

Here the dividend will not contain the divisor. By principle 2d and corollary 2d we reduce .1 to a still lower order by annexing a cipher to the right hand, making it to read  $.10 = 10$  hundredths. We next divide thus:

10) .10 which gives a quotient of .01.

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.01

The principle of this solution may be further illustrated by requiring the pupil to explain how one dime  $= .1$  of a dollar could be divided equally among 10 boys.

Divide 3.3615 by 12.45.

Here the dividend is much less than the divisor, but is already sufficiently reduced as it stands to contain the divisor, because of its having a greater number of decimals than the divisor has; hence it is unnecessary to annex ciphers to the dividend, and we therefore proceed as in integral division, pointing off in the quotient as many decimals as the decimal places in the dividend exceed those of the divisor, which in this instance is two. Performing the work by long division we get .27 for the quotient.



We submit the following as a good general rule for the division of decimals:

1. Divide as in division of integers.
2. If the dividend does not contain as many decimal places as the divisor, supply the deficiency by annexing ciphers to the dividend.
3. If the dividend will not contain the divisor, annex a sufficient number of ciphers to the dividend.
4. Continue the division by annexing ciphers, until the desired number of decimals in the quotient is obtained.
5. Point off in the quotient as many decimals as the decimal places in the dividend exceed those in the divisor.

Proof—Multiply the divisor and quotient together.

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## SOME OF THE FRUITS OF HISTORICAL STUDY.

T. J. CHARLTON.

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**I**N my last article on History, in the first number of Vol. 19 of the Journal, I treated of some points which should be developed in the beginning of the study. In this article I wish to suggest others which should be developed later in the course.

Let us suppose that the class is about completing history, and that it has been taught philosophically. The teacher springs the question whether or not the world is improving, and calls for proofs of the affirmative. The following are those given me by a class during a single recitation. That the world is becoming better may be shown,

1. In the treatment of prisoners.
2. In the cessation of duelling.
3. In the taste for amusements.
4. In the provision of asylums for the unfortunate.
5. In the diffusion of knowledge.
6. In the position of woman in society.
7. In the administration of justice.
8. In the progress of science and the arts.

9. In the progress of religious and political freedom.
10. In the growing opposition to war.
11. In the modifications of punishments.

Let each of the above statements be successively tested as to its truthfulness. If the pupils have studied general history, they will readily enlarge upon and substantiate each of them. Allow them to describe how, in the earlier ages, prisoners were barbarously executed; afterwards sold into slavery or held for ransom; but are now treated with kindness. How dueling, once the only method of settling private quarrels, has become murder in nearly every nation at the present. How the taste for gladiatorial shows has passed away. How, unlike Sparta, who put deformed children to death, we now provide houses where they are surrounded by every comfort. How the art of printing and the free school have sent the alphabet knocking for admission at the door of every home, until there are now but few who cannot read and write. How woman, from being a slave to her lord, has become his equal. How, in our times, court houses and the officers of the law stand everywhere ready to mete out justice to the meanest citizen. How science, the arts and inventions have so miraculously changed the face of the world. A meager knowledge of American history will suffice to show that we have made equal progress in political and religious liberty. How rapidly the peace element is increasing all over the world, placing, as is frequently done, a veto to war measures. How the blood-written laws of Draco have been modified until the death penalty can almost be dispensed with.

By this plan the teacher can have his pupils go back to the beginning and trace the growth of society up to the present. They will discover what history really is; that it is not a barren narrative of events, but a delightful panorama where past generations move before us for our study and pleasure.

In a brief article like this, I can give but a faint idea of what can be brought out in class recitations. It is time that we make the study of history all that it should be. I trust the above plan will meet the approval of your readers.

## THE ORIGIN AND IDEA OF THE SCHOOL; HOW TO REALIZE THE IDEA.

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WM. A. JONES.

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### I.

AS INDICATED by the title, the *general* purpose of this series of papers is to find and state the *origin* of the school; to develop the idea of it, and to discover and state the means by which that idea can be realized.

It is not the origin of the school in time that we seek, but in the *necessary* wants of the individual and of society.

Before starting on our investigations, it will be well to explain the use of a few terms which we shall have frequent occasion to use.

The idea of *Final Cause*.

*Illustration:* You push a book off the table.

1. The senses report the fact of the falling of the book, and the motion and contact of the hand with the book. The contact of the moving hand with the book the understanding declares is the immediate cause of the book's falling.

2. If you examine the operation of your mind in the act supposed, you find that your hand moved in obedience to your mind in willing it to move.

3. That your mind in willing caused your hand to move thus to satisfy a desire or wish.

4. That the desire or wish was awakened by a purpose, or an end, comprehended by the reason.

Hence, the *final* cause of the book's falling was the end, or purpose formed in your mind.

We may view the above process as composed of four parts, or steps.

*First.* The falling of the book—a fact cognized by the senses.

*Second.* The movement of the hand in obedience to the will.

*Third.* The action of the *will* to gratify the desire or wish.

*Fourth.* The desire excited by a purpose comprehended by and originating in the reason.

Perform any other voluntary act, and see if you can trace clearly these several steps.

These parts of the process, stated in a reversed order, appear thus:

1. End or purpose.
2. Desire.
3. Volition.
4. Motion of the hand and falling of the book.

From the above illustration it is seen that the *final*—last cause in the series of causes which led to the falling of the book—was the end or purpose for which the series of acts was put forth, and which was formed in the mind of the agent.

If you analyze any number of facts, or events, you will find that each and every fact or event is a part, or a step in a series of steps, whose last part or step is an end or purpose for the realization of which each part or step in the series was made to appear. Hence it is said that the end or purpose of a thing is the final cause of the thing.

*Exercises for Analysis:*

1. The pencil with which I write represents many industries; what is its final cause? Where did this cause originate?
2. What is the final cause of your being in this recitation room?
3. What the final cause of the American revolution?
4. What the final cause of the American civil war?

Note 1. The notion of final cause, or purpose, is an invaluable aid in thinking. Form the habit of finding by reflection the *purpose* of your own deed. By the study of the third and fourth "Exercises for Analysis," you may find that individuals are instruments for achieving final causes, ends, or purposes of which themselves are not clearly conscious.

Note 2. It will be observed that an end or purpose is an idea, or a *thought*. A thought implies *thinking*. Thinking implies a *thinking being*. Hence, the final causes of things originate in mind—they are thoughts or ideas.

## OFFICIAL DEPARTMENT.

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OFFICE OF ATTORNEY GENERAL,  
Indianapolis, Sept. 3, 1875.

HON. J. H. SMART, Sup't. of Public Instruction:

DEAR SIR:—Your communication of the 28th ult. is received. I have the honor to answer your inquiries as follows:

1. The fee and salary act of 1875, provides that the fees of township trustees shall be two dollars and a half for each day's actual service. I think that any services performed by a township trustee come within the meaning of this act, if such services are such as are required by law.

2. Your second question is, "Who are legal voters at school meetings?"

The question is not free from difficulties. In section 26, of the school law, it is provided that "at such meetings all tax-payers of the district shall be entitled to vote, except married women and minors." Now the question arises, what is a school district, and who are within it? A school district cannot be bounded by geographical lines, like a township or county. Take five farms, for example, lying in such a position that four of them completely surround the fifth, and, under our laws, it might be that the owners of the four surrounding farms all belong to one school district and the owner of the surrounded farm not belong to such district. A careful reading of sections 14 and 16, of the school law, will show this. Section 14 provides for a listing by the township trustees of all children, and that they "shall list the names of parents, guardians, or heads of families, male or female, having charge of such children;" that such trustees shall enter opposite each name the whole number of children in charge of the person so named, etc., and "shall inquire of each person whose name he so lists, to which school he or she desires to be attached, and such persons, upon making their selection, shall be considered as forming the school district of the school selected." Section 16 further provides that "when persons can be better accommodated at the school of an adjoining township," etc., they can be transferred, etc., in which case they become a part of the district to which they are so transferred. The history of legislation upon this subject might indicate that the legislative intent was that all tax-payers within the territorial limits of a school district should be voters; but, as above shown,

there is great difficulty in many instances, in determining the territorial limits of school districts.

It seems to me that a strict construction of the statutes indicates that the proper answer to your question is that the voters at a school meeting are those tax-payers of the district, except married women and minors, who are to be regarded as belonging to the district, according to the provisions of sections 14 and 16, quoted above.

In other words, the voters at school meetings are all tax-payers, male and female, except women and minors, who have been listed as parents, guardians, or heads of families, and attached to such districts.

8. In answer to your last question, tax-payers are those persons who are liable to pay taxes, either poll or upon property.

Very respectfully,

C. A. BUSKIRK, Attorney General.

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OFFICE OF ATTORNEY GENERAL,  
INDIANAPOLIS, Sept. 11, 1875.

HON. JAS. H. SMART, Sup't. Public Instruction:

SIR:—I have the honor to acknowledge the receipt of your communication of the 20th ult., referring to me a letter from the Auditor of Tip-ton county, Mr. R. W. Wright.

In answer thereto I have to say that in my opinion the law now requires that the school trustees of incorporated towns shall give new bonds each year. And that if they fail to do so, the remedy against them for such failure is a direct proceeding to declare their tenure of office vacant. The validity of their official acts, notwithstanding such failure, cannot be questioned collaterally.

Very truly yours,

C. A. BUSKIRK, Attorney General.

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OFFICE OF ATTORNEY GENERAL,  
INDIANAPOLIS, Sept. 15, 1875.

CHAS. T. WOOLFOLK, Esq., Bedford, Ind.:

DEAR SIR:—Your letter of the 9th inst. is received. You therein request my opinion upon the following statement of facts: In 1870, a widow with her children removed from your county to Missouri; over a year ago one of her children, a daughter, over eighteen and under twenty-one years of age, came back to her former home in your county, desiring and expecting to make it her permanent place of residence; her mother, before her removal, took out letters of guardianship for her said daughter, and notwithstanding her residence out of this State, still reports to the court of your county as such guardian. *Query*—Is said daughter enti-

bled to the benefits of the public schools of your county without paying tuition?

In my opinion, she is not. In *Wheeler and others vs. Burrow*, 18 Ind. 15, the Supreme Court say: "The statute says, 'the trustees of the township shall establish, etc., a sufficient number of schools for the education of the children therein,' and 'shall make an enumeration of the children within their respective townships.' This, literally construed, would embrace all children who might be within the township at the time such schools were established, or such enumeration was made. We are not, however, inclined to adopt that construction. The whole enactment plainly intends that the children who reside, or are domiciled, in the township in which such enumeration is made, are alone entitled to participate in the benefit of the common schools therein established."

The only question remaining, herefore, is as to the domicile of the person you name. If under the age of twenty-one years, a person's domicile is that of his parents. Nor can such minor change such domicile of his own volition, or *propria Marte*. See 13 Ind. 167; 1 Am. Lead. Cases, 714; 8 Blackf. 344. This is the general rule, and the case you state does not fall within any of the exceptions to it.

Very respectfully,

C. A. BUSKIRK, Att'y General.

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NOTICE is hereby given that eight thousand copies of the last Report of the Superintendent of Public Instruction, and five thousand copies of the School Law were sent last winter to the various county auditors and county superintendents of the State. Persons desiring either of these publications are requested to call upon one or the other of these officers, as the supply at this office is nearly exhausted.

J. H. SMART,  
Supt. Public Instruction.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THE State Superintendent has stated, in the Official Department of the Journal several times, that he can supply the School Law and Reports of his Department on certain named conditions. Teachers wishing either of these documents should send to the Superintendent direct, and not to the Editor of the Journal, for them.

WE are out of March numbers of the Journal and will be glad to extend the time one month of any who will return to us this number, giving name and address. Please send at once.

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## INTELLECTUAL TRAINING.

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In the intellectual training of youth there are three distinct courses pursued, each one of which has an end peculiar to itself, and all of them are employed in every recitation that is properly conducted. It is important that the teacher should be able to distinguish them.

The first and most elementary, results in the gaining possession of instruments for future use; for example,—language as an art,—the combination of numbers,—control of the organs of speech,—skill in drawing and penmanship.

The tendency, in fact the inevitable result of the prominence of this thought, pursued to the exclusion of others, is to produce good reciters



pupils versed in the knowledge of the book, exact performers, but with a very short range of knowledge and little or no power of applying what they have learned to other than school-room affairs. Pupils of this course would be unable to compute the interest on an actual promissory note, although they can solve with ease all the problems in the arithmetic. They are good scholars in school, but ignoramuses everywhere else. The world they live in at school is bounded by the walls of the school room, and they see nothing outside that bears any resemblance whatever to it. The child puts on its school habit of thought when it enters in the morning, and casts it off when it leaves at night.

The second aims to give the largest amount of valuable knowledge possible. It results, if skillfully pursued, in causing the pupils to apply what they have learned to the every day affairs of life;—to test all theories by facts occurring in the world about them. It gives a large fund of information that is constantly increased by collateral information from without. It prepares the school boy to become at once a wide awake, intelligent, business lad; one whom every business man is willing to employ. All that he knows is so much ready capital that he is able to put to immediate and constant use in solving the problems of life. When unintelligently pursued, it tends to produce loose and careless thinkers and workers, who are neither accurate nor methodical. They are satisfied with obtaining *the idea*, and never stop to clothe the thought in proper and well chosen words.

The third course has prominently in view a systematic and complete development of all the faculties of the mind. The amount or kind of information gained, or whether any information at all is gained, is of but little moment, if the mind has had the proper exercise. The disciplinary teacher is very careful that no stray bit of information shall be dropped that does not bear directly upon the subject in hand, for fear that the logical sequence of things shall not be observed. This course is good, probably the best for those who can remain in school long enough to reach the information-giving subjects that are placed at the end of the course. But for the public school it is certainly not most fit.

While the accuracy and exactness of the first course, and the system and method of the third are important elements to be incorporated into the course adopted for the public school, it is very clear that, so long as a large majority of our pupils leave school at the age of twelve or fourteen, the second course contains the thought that should be made most prominent.

B.

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## THE CENTENNIAL AND EDUCATION.

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The learned Dr. Whewell once referred to the first world's fair as "the great university of 1851." The amount of useful information to be gained by visiting such an exhibition as the centennial at Philadelphia

will be, cannot be estimated. A week or two spent in *seeing* will be worth months of reading and study. "Seeing is believing." Everything that is *old*, everything that is *new*, everything that is curious, everything that is useful, whatever is striking in science or art will there be exhibited. Every State will be represented. Some of the States—nay, many of the cities alone—will spend thousands of dollars in displaying their productions. What will Indiana do? How will it compare with other States in this great international contest—for it will be a *contest*? Has it the ability and has it the spirit to make a creditable showing? These are the questions to be answered, and to be answered soon.

The material wealth of the State is unquestioned. Its timber, its minerals and its vegetable productions can be surpassed by but few States in the Union. Its manufactured products, though not so numerous as those of some of the Eastern or Middle States, will nevertheless make a creditable showing. That the State *can* make an exhibition in all these regards that no one need be ashamed of, all will agree; that it *should* make such an exhibition but few will deny; and that she *will*, depends upon the generosity of the people. We have but little doubt that the material interests of the State will be well represented, but what shall we say of its *mind products*? Shall the schools be represented? Indiana, for years in the past, has been compelled to take a back seat in educational matters, but in the last decade has made wonderful improvement. Formerly, the words "Hoosier" and "green-horn" were synonymous; but of late years even educational men do not feel it any discredit to hail from the Hoosier State. Much as Indiana has done, and rapidly as it is advancing in educational matters, it is still behind many of the northern states in this particular, and the outside world has not yet learned of its rapid improvement of late years: hence the great necessity that it should make a creditable display, *especially in the educational department*.

We are glad to know that our State Superintendent has taken hold of this matter with so much earnestness. His plans are already well matured, and by his direction work has already been begun in various departments, and there is no doubt that Indiana can make a showing that will be creditable even when compared with what Massachusetts can do. Indiana cannot afford to do less than this; but to do it, the committee appointed by the State Board of Education to plan the work and carry it forward, must have *money*. Not less than \$5,000 should be expended in this direction, and if the committee can have that amount, it will insure success. If \$20,000 or \$25,000 is expended in properly representing the State surely \$5,000 of this should go to the educational department. Let it be remembered that whatever Indiana may fail in, it cannot afford to fail in what pertains to its educational growth and standing. And let it be further remembered that teachers must do a large part of this work. They will be called upon, between this and the first of February, to as-

sist in various directions, and we trust that Hoosier teachers will do themselves credit. We know they will.

Since the above was written, Hon. John L. Campbell, secretary of the United States Centennial Commission has delivered an address at Crawfordsville, his home, from which we take the following:

"The plan of the exhibition includes seven departments, located in five principal buildings, three of these departments, (1), mining and metallurgy; (2), manufacture; (3), education and science, are located in the main building, while the remaining four, (4), art; (5), machinery; (6), agriculture; (7), horticulture, have each a separate building, exclusively devoted to its own purpose.

The main pavilion is chiefly iron and glass, and is 1,876 feet in length by 465 feet in width. The larger portion of the structure is one story high, and shows the main cornice upon the outside, 45 feet above the ground, the interior height being 70 feet. At the center of the larger sides are projections 416 feet in length, and in the center of the shorter sides or ends are projections 216 feet in length. In these projections in the centers of the four sides are located the main entrances, which are provided with arcades, and upon the ground floor and central facades extending to the height of 90 feet. The east entrance will be the principal approach for carriages, visitors being allowed to alight at the door of the building under cover of the arcade. The south entrance will be at the principal approach for street cars, the ticket offices being located on the line of Elm avenue, in the covered ways provided for entrance into the building. The main portal on the north will communicate directly with the art gallery, and thence to agricultural hall. \* \* The cost of this building will be \$1,600,000."

After speaking of the building to be erected by Philadelphia and the State of Pennsylvania, at a cost of \$1,500,000, and the Art, Machinery and Agricultural and Horticultural Halls, each to cost in the neighborhood of \$300,000, and the United States building to cost \$100,000, Mr. C. says:

"I speak within limits when I assure you that the whole number of buildings of various kinds will probably exceed one hundred, covering at least one hundred of the five hundred acres included within the area devoted to the exhibition.

"The nations which have accepted the invitation of the President, issued by direction of Congress, are the following: Argentine Confederation, Australia, Belgium, Bolivia, Brazil, Canada, Chili, China, Egypt, Denmark, Equador, France, Germany, Great Britain, Guatemala, Hawaii, Hayti, Honduras, Japan, Liberia, Mexico, Netherlands, Nicaragua, Norway, Orange Free State, Persia, Peru, Portugal, Siam, Spain, Sweden, Tunis, Turkey, United States of Columbia and Venezuela. The most of them have accepted the space allotted, and are now asking for more. The English, French, German, Swedish, Japanese and Mexican Com-

missioners have representatives already in Philadelphia, and there is no doubt that the display made by foreign nations will be on a grander scale than ever before known in similar enterprises.

"And now I ask, what shall be our answer in this call of the nations? How shall we go up to this competitive gathering? The character and extent of our participation in the display must be determined within the next few weeks. Allotments of space cannot longer be delayed, and these allotments cannot be made except to those who act."

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### SPELLING.

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A correct understanding of the relation of spelling to language is important, in order that its value may be properly estimated. It holds the same relation to written language that enunciation does to spoken language. As a person may have a large and rich vocabulary and be master of its use, without skill in the proper enunciation of words, so may he possess the same without being necessarily a good speller.

Persons usually become good spellers by learning thoroughly the forms of words. Therefore, persons of large literary culture generally spell correctly. The correct forms of words become impressed upon the mind by frequently seeing them. The more extensive the culture possessed, the more words the person can spell.

The orthography of words can best be taught by leading the pupil to image the word in his mind. A continued exercise of this will develop the representative powers, which are very active in youth, until the pupil can reproduce in his imagination the exact form of the word at will. He can, by the same method, be taught to correct the image of the word he has spelled incorrectly, so that the correct form will always be reproduced. It will require patient and continued effort to form the habit of thus mentally reproducing the word and holding it up before the mind's contemplation; but the habit once formed will be of great value in other subjects of study, especially in the study of geography and history.

Lists of words should be prepared that include a large number of words in common use, which all pupils should thoroughly learn. In addition to these the pupils should spell a large number of words selected from their studies; but these lists of words should receive especial attention. From fifteen hundred to two thousand different words constitute the vocabulary used in ordinary business and social intercourse. These can be perfectly learned with ease during a common school course.

SUGGESTIONS.—More reliance should be placed upon writing the words than upon oral spelling. The latter, however, should be frequently practiced. If the pupil once establishes the habit of forming a distinct image of the word in his mind, oral is nearly as profitable as written spelling. Until this is formed, writing the word is the best way of learning it.

Spelling lessons, when written, may also be valuable exercises in penmanship. They give an opportunity for the practice of that ease and freedom of movement so necessary to good writing.

Lists of words apt to be misspelled by the class should be kept upon the blackboard, and be frequently practiced.

"Spelling round the class" should not be adopted as a general method of oral spelling. It would be well to have it understood that "the next" was to spell if no name were mentioned by the teacher; but pupils, should be called, out of turn, often enough to keep the attention of all.

All words should be properly pronounced. An error is sometimes committed in giving the obscure syllable undue prominence in order to guard the pupil against using the wrong vowel. Pronounce the word to the class as it should be pronounced in reading or conversation.

Never permit a pupil to try twice in spelling a word. No error is more pernicious than this.

The following method has been used successfully: Let two pupils be chosen to divide the class into two divisions. Let the numbers one, two, three, etc., be assigned to the pupils in each division, and these numbers be placed upon the blackboard, in two separate columns, to remain for one month. One half the time allotted to the exercise in oral spelling may be spent in pronouncing words to division No. 1. The pupils in this division will spell as their numbers are called. In case a word is missed, the pupil in the other division having the same number, may spell it. Every word missed is charged against the pupil missing it, by placing a mark opposite his number on the board, which remains there during the month. The same method is pursued with the second division during the other half of the time. At the end of the month an account is taken of the number of words missed by each division, and a record made of it. One merit of this plan is that it keeps up the interest in the spelling lesson from day to day, and the poor spellers are stimulated to avoid an accumulation of marks opposite their numbers. B.

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WE begin, in this number, a series of articles on "The Origin and Idea of the School," by Wm. A. Jones, President of the State Normal School. Mr. Jones never writes anything that is not scientific and logical, and that will not bear study. We feel assured that these articles will be valuable to all who will carefully read them.

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PRESIDENT JOSEPH MOORE, of Earlham College, who spent most of last year on the Sandwich Islands, favors the Journal this month with a short article on his travels, and promises more in the future. We are sure our readers will await anxious the coming articles.

THEORY vs. PRACTICE.

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The term "Theory and Practice," is a familiar one to the teacher, yet it is a very indefinite one. Books on theory and practice discuss everything connected with the work of teaching. The popular use of the term, however, applies almost exclusively to the department of discipline, rather than to that of instruction. If a person is announced at an institute for an exercise in "theory and practice," it is *expected* that he will treat of some branch of school management.

Just what is meant by "theory," and just what by "practice," is not well understood, even by those who use these words most. The prevailing idea seems to be that "theory" is synonymous with vague, indefinite speculation,—something impractical and impracticable, while "practice" means actual illustration—the *how*. The idea in regard to "theory," is in the main wrong. "Theory is a knowledge of the principles by which practice accomplishes its ends." Practice, without theory, is blind, and needs a directing power. The teacher who disregards theories and continually asks for methods, can never make more than a mechanical teacher. Before a person can have a theory in regard to given work, he must study that work. Theory means study; there can be no theory without it, and study means improvement—there can be no real growth without study. If teachers would study their work more; if they would get clearer ideas in regard to the ends for which they labor, and the easiest and most effective steps by which to reach these ends, their labor in the school room would be much more efficient, and could be performed with much less fatigue.

Teachers need to study good models, they need to study methods, they need the *how*; but they need most to study the philosophy of these models; they need most to understand the principles that underlie these methods. Only such teachers as deal with principles rather than forms, can hope to achieve success in their profession, for teaching is a science as well as an art. Theory is the foundation, practice the superstructure.

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TOWNSHIP INSTITUTES.

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Just at this time, perhaps there is no subject of more general interest to teachers than this: How can we make township institutes most profitable? This is a question frequently asked and variously answered. That the question is an important one needs not to be argued. In many of the counties the commissioners have cut off all visiting of schools by the superintendent, and in the most liberal counties he can only spend a half day in each school; hence the great necessity of making the most possible out of these township meetings. We have had several years' expe-

rience in holding township institutes, and give the following as the plan by which we secured the best results:

Require a teacher of one of the central schools of the township to teach during the forenoon on Saturday. Let a special programme be made for the occasion, which shall give a variety of work, both as to branches of study and grades of advancement. In this way all the pupils will have something to do. Let the teacher have his opening exercises, call his classes, hear his recitations, and conduct all the exercises of the school just as on other days of the week. Let it be expressly understood that there is to be no "cramming" for the occasion. The lessons recited should be *advance* lessons, not review; the main object being to illustrate the methods of teaching and conducting classes, and not, to show the *results* of previous instruction. This makes the school real. The exercises should begin a little later than the usual school hour, in order to give all the teachers of the township time to reach the appointed place in season. Ten o'clock is perhaps the best hour for beginning. Each visiting teacher should have his pencil and note-book and *use* them. He should note every feature of the school, and the strong and weak points of each recitation. Visiting teachers may ask questions for information, but are to make no criticisms before the school. At noon the children are dismissed and sent home. (If some of the larger ones choose to stay there is usually no objection.)

After dinner, let the main feature of the teachers' meeting be a review of the forenoon's work. Let the superintendent, or the one in charge, call upon a teacher to give his views on the plan of conducting the opening exercises. Was the plan a good one or a poor one? Why? Does your plan differ from this? Why is yours better, or why not so good? Call upon one or two other teachers for their plans, and then ask for any one who has something different from anything that has been suggested. In this way, in a few minutes, all the ideas on this subject are called forth. Take up next, perhaps, the method of calling and dismissing classes. Get the various views on this subject, with the reasons *pro* and *con*. Then take the first recitation and discuss that in a similar way. If the subject be primary reading, and other reading lessons come later, discuss them in the same connection. It is better to finish a branch of study while upon it, than to take it in "broken doses." If the programme was lengthy, the discussion of a part may be omitted. The person in charge should keep teachers to the main point, limit the time for each subject, and keep everything moving. There is no time to lose.

Every teacher is expected to say something about what he has seen, when called upon. If he liked the exercise, he should be able to say why; if he did not like it, he should give his reasons. It must be well understood that criticisms, however severe, if kindly given, are to be taken in good part by the person who taught the school. The object is mutual improvement, and that can only be reached through free and frank interchange of opinions. These meetings should "rotate," so as

to reach as many schools as possible. The programme should be changed each time so as to bring in new subjects for discussion. Those thoroughly discussed at one meeting should be omitted or touched lightly at the next.

Meetings conducted on this plan have many strong points in their favor. 1. They enable teachers to *see* the work of others, and any one who is in the habit of visiting schools knows that more can be seen in ten minutes than can be heard in an hour. In fact, it is almost impossible to describe in words certain parts of school work; they must be seen to be fully appreciated and understood. 2. This method gives something definite to talk about. The cases are not supposed ones. The discussions all have a point. Had there been no pupils present, and had the teachers themselves been formed into classes, the person conducting the recitation could not do it in his ordinary way. Every time he was criticised he would say, "I don't do just that way in school." Furthermore, teachers cannot go into classes and act as children do. Nine-tenths of them, in attempting to play the child, will play the fool.

We believe that the plan indicated above may be varied with profit; especially if the teachers are well up in good methods. If the afternoon session is to be two hours, let the first hour be spent in the manner above indicated, and let the second be spent in reading and discussing papers previously prepared; or, in reading and discussing some practical article from the School Journal; or, in reciting a lesson which has been previously assigned and *studied* by all the teachers; or, in reciting lessons assigned and studied from some good book on Theory and Practice. In some instances we have known the teachers of a township to take up some study outside the legal branches and pursue it regularly for the winter, and thus extend their fund of general information.

Township institutes, if properly conducted, cannot be otherwise than very profitable to the teachers and the schools. If trustees fail to do their part (and they frequently do), teachers cannot afford to let the meetings go by default. They are a power for great good, and no conscientious teacher will neglect so cheap, so convenient, and so efficient a means for self-improvement.

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OWING to the large number of reports for institutes this month, we have been compelled to "abbreviate," in many instances. For some reason, reports from several of the institutes have failed to reach us. We are always glad to publish short reports when they are furnished us.



## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1875.

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**PHYSIOLOGY.**—1. Name the different kinds of joints or articulations, 1, 2, 3, 4, 5, and give an example of each.  
2. State the uses of respiration.  
3. In digestion what agents change the chyme into chyle, and when does the change occur?

4. Name in order the valves and vessels through which the blood passes in going from the right auricle to the left ventricle.

5. How do the arteries differ from the veins in structure?

**GEOGRAPHY.**—1. A vessel sails from Chicago, for Buffalo, with a cargo to be reshipped to New York. What does she probably carry?

2. A vessel comes into Boston harbor with a cargo of cotton, sugar and molasses. Where is she from?

3. Draw the northern coast of South America, naming its capes, gulfs and river mouths as you reach them.

4. What name is given to the country crossed by the Senegal and Gambia rivers? What cape on the coast?

5. What countries border on the North Sea?

6. Draw an outline map of France. How bounded?

7. What cities of Europe export wine and fruits? Linen manufactures.

8. Which are the important gold, silver and diamond districts of the globe?

9. What influence besides that of the gulf stream tends to make the countries of Europe lying immediately above 40° latitude have the same climate as the countries of America, lying immediately below 40° latitude?

10. What causes the days to differ in length during year?

**U. S. HISTORY.**—1. Give some account of the Huguenot colony of St. John, in Florida.

2. What were the navigation laws?

3. What were the productions and exports of the New England colonies?

4. Name the leading orators of Massachusetts and of Virginia who aroused the people to resist the tyranny of England.
5. Describe the financial embarrassments of the country in the Revolutionary war. How were the difficulties sought to be remedied?
6. What nations have held possession of Vincennes?
7. Name some of the more eminent statesmen of our country during the present century. Give some of the characteristics of each.
8. Name some of the most useful inventions made by citizens of the United States.
9. Name some of the distinguished American historians who have written during the last forty years.
10. What territory did the French claim on this continent by the right of discovery?

THEORY AND PRACTICE.—1. Would you ever "give a lesson over?" Why?

2. Do you establish rules for the government of your school? If so, state what they are.
3. Should a teacher, while in anger, ever punish a pupil? Why?
4. What are proper means to be adopted for securing study?
5. Give directions for conducting a recitation in the Third Reader.

ARITHMETIC.—1. What is meant by the exponent of a number; what is meant by the radical sign  $\sqrt{\phantom{x}}$ ? illustrate each.

2. Give the analysis of the reduction of a compound fraction to a simple fraction.
3. Analyze the process of the division of  $\frac{7}{8}$  by 3-5.
4. Reduce .0065 of a week to decimal of an hour.
5. What sum invested at  $4\frac{1}{2}$  per cent. will yield an annual income of \$900?
6. Explain the fifth question as you would do it for a pupil.
7. Ten per cent. of 120 is 8 less than 5 per cent. of what number.
8. What is the diagonal of a square, one side of which is  $37\frac{1}{2}$  feet?
9. A, B and C are partners. A put in \$700, B \$600, C \$400. C's share of the gain was \$260. What was the whole gain?
10. A does a piece of work in three days, B does it in five days, C in six days. In how many days, working together, will they perform it?

GRAMMAR.—1. Define declension, comparison and conjugation.

2. Give the principal parts of was, gone, fought, lie, singing.
3. Name four adverbs of time, four of degree, four of order and four of manner.
4. Analyze the sentence: "You ought to go home."
5. Parse all the words of the following sentence:  
"Take what you have selected."
6. Analyze the following sentence:  
"*Come evening, once again, season of peace.*"
7. Parse the words italicised in the preceding question.

8. Analyze the following sentence:  
"The *work* some praise, and some the *architect*."
9. Parse the words italicised in the preceding section.
10. Correct the following sentences and give reasons for the corrections: "It is nobody but me." "He done it yesterday." "I must learn him to read." "The bell has rang." "I believe like you do."

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### OUR COLLEGES.

WABASH COLLEGE.—The college opens with a larger number of students than was ever present at the opening of any previous year. There are twenty-six in the Senior class. There is a large increase also in the Preparatory Department. The buildings of the college are in most excellent condition, having been thoroughly repaired under the direction of the treasurer, Alex. Thanson. Prof. Henry R. Thurson has superintended the fitting up of the suite of rooms for the Department of Chemistry, the expenses having been assumed by the treasurer. The Laboratory, with a set of tables for students and the Professor, the balance and store room and the lecture room are connected and constitute a beautiful equipment for this department. It is also said that a liberal friend of the college has recently endowed the chair of chemistry with \$20,000.

The richness and extent of the cabinet, organized by Professor E. O. Hovey, have elicited the warmest approbation of such scientists as Prof. Tenney, of Williams College, and Prof. Worthen, the State Geologist of Illinois. A valuable collection of western birds has been added during the last year.

The Library has also received a large addition during the past year. The Gaff Alcove, the Mills Alcove, and the Van Vleck Alcove have been filled with books purchased in London, and other large and valuable additions have been made. About 4,000 volumes have been added, valued at some \$8,000. Under the labors of Prof. Caleb Mills, the Library has become one of the best in the State, and arrangements are in progress for still larger additions.

Prof. Elias Schneider, of Sunbury, has been added to the Faculty as Professor of Pure Mathematics, and is winning the approbation of his associates and pupils.

Prof. Jno. L. Campbell is spending a part of the year in giving instruction and lectures on Astronomy and Natural Philosophy, and will resume his chair in full when his term of service with the Centennial Commission shall expire.

It will be seen that the college has, in all respects, a healthy and vigorous growth, and being free of debt, the benefactions of its patrons add to its development without diminution for the extinguishment of old debts.

ASBURY UNIVERSITY.—The opening of the fall term at Asbury has been attended with unusual success and interest. Three hundred and ninety students were enrolled within the first week of the session. Over two hundred of these were in the University proper, and the remainder in the Preparatory school. The number has since been increased to more than four hundred. Fears had been entertained that the unexpected and still unexplained resignation of the Faculty would act unfavorably upon the attendance and spirit of the institution; but the refusal to receive the resignations was followed by an immediate reaction which has proved beneficial rather than hurtful to the college. The large attendance—the largest in the history of the institution—is only equaled by the zeal and enthusiasm of the students. The new President, Doctor Alexander Martin, has been most cordially received. He has made a favorable impression both in the college and the community. Dr. Martin is a modest, self-restrained sort of a man; not loud; not coarse, in any sense of the word. He has the reputation of being a profound scholar and able disciplinarian. Altogether, the outlook for Asbury is most encouraging.

THE STATE UNIVERSITY has opened with a fair prospect of a successful and prosperous year. The enrollment the first week was 230, with a large number of old students to come in. One hundred and fourteen of these were in the college classes.

The new president, Dr. Lemuel Moss, is on the ground and is making a good impression. He comes to his work highly indorsed, and it is believed the trustees have made a wise choice in selecting him as president. Senator J. R. Doolittle says: "Dr. Moss ranks among the best extempore speakers and reasoners in the whole country—I mean for solid reasoning and masterly argument." Dr. Anderson, president of Rochester University, under whom Pres. Moss graduated, says: "His character is systematic and firm, and it has been well tried in the school of adversity. \* \* \* His learning is broad and exact. He is an able and clear writer and speaker. He has courage, weight and force enough to exercise moral control over wayward young men." Dr. Moss is only about forty-five years of age, has a fine physique, and possesses undoubted strength of character. The only problem yet unsolved (and it a "hard" one) is, can he go into a Faculty noted for learning, composed of elderly men fixed in their habits of thought and action, and control, and guide, and improve, and push the University to the front ranks, and at the same time do it so wisely as to preserve harmony and secure co-operation. This is the work that must be done, and we believe Dr. Moss is the man to do it. The educators of Indiana will join with the Journal in extending to the Dr. a cordial welcome, and in wishing him the greatest success in his new field of labor.

THE NOETH WESTERN CHRISTIAN UNIVERSITY has just changed its location from Indianapolis to Irvington, a beautiful suburban village four miles east of the city. The building just completed, at a cost of \$50,000,

is said to be a model for neatness and convenience. The University was moved so that the trustees might sell the city campus which had become very valuable. The institution is now one of the best endowed in the West. The present actual endowment is \$273,000. In addition to this, there is a sufficient amount of unsold property on hand to swell this amount to \$400,000. This excludes a secured pledge of \$20,000 at the death of J. Anderson, to endow a Greek chair; and there are also other probable moneys. The Faculty has been strengthened, and it will be the result of bad management if this college, so located and so endowed, does not become one of the best in the land. The present year has opened prosperously. Rev. O. A. Burgess is president.

PURDUE.—The present session at Purdue University opened on September 16, with quite a large number of new students as applicants. Most of the old students have returned and the attendance, in all, is nearly 40 per cent. greater than at the opening of last year. The class of students this year is a great improvement on the class of last session, both in point of scholarship and general deportment. Everything has started off smoothly. Regulations are observed with alacrity. There is no reason why the present year should not be one of good success.

STATE NORMAL SCHOOL.—Forty-five new students were present at the opening. Better prospects than were anticipated. Think we will enter seventy-five or eighty new students this term. One remarkable feature is connected with the entries this time. Of the number mentioned, 12 enter for the entire term, 24 for one year or more, and not one for less than two terms. This is unusual. Nine-tenths, heretofore, have entered for a term; afterwards concluded to continue longer. It seems that this desire to complete the course indicates the development of a truly professional spirit. The quality of the entering classes is good—above the average.

Earlham College has opened out with 199 students—73 in Collegiate Department, of whom 25 are ladies. More ladies than gentlemen in the Preparatory. The additions that the president brought with him from the Sandwich Islands and the West, make the Earlham Cabinet one of the finest in the country. We do not know of another collection of corals so fine west of the mountains.

Union Christian College, at Merom, has opened out with about its usual attendance, and is moving along smoothly under the direction of its new president. T. C. Smith.

Mt. VERNON.—The Mt. Vernon schools have opened with an attendance of 620. A new school building will soon be completed, which is the fourth. With good buildings, a corps of 14 faithful teachers, J. W. Hiatt, principal of the high school, all directed by Alfred Kummer as superintendent, the Mt. Vernon schools cannot fail to do a good work.

THE Commissioners of Jennings county give the superintendent all the time for visiting schools that the law will allow.

**HOPKINS MEMORIAL FUND.**—The following persons have each paid one dollar toward the Hopkins Monument Fund, all of Daviess county: J. C. Ellis, H. B. Kohr, Edward Wise, T. J. Lavelle, N. G. Read, J. B. Spaulding, E. S. Preshing, Ophelia Roddick, Melissa Summers, Anna S. Kennedy, Anna Dixon, Kate Farrell. Also, W. L. Little, Vermillion county.

THE normal taught at Columbia City, by A. J. Douglas and Smith J. Hunt, is reported a very successful one. Many teachers are also now attending the normal department of the Columbia City school, preparing for winter work. Whitley is well up in educational matters, and *growing*.

Cass county will have no institute this year. Superintendent Wilson explains that a ten-weeks' normal at Walton, and several other normals in adjoining counties, had accommodated a large proportion of the Cass county teachers. The money is to be saved till next year, and then the aim will be to make the institute a "big thing." The township institutes will be vigorously worked.

THE State Teachers' Association will meet in Indianapolis on the evening of Dec. 28, and close the evening of Dec. 30. The programme is yet incomplete.

A WAYNE county trustee has announced that he will consider failure or refusal to perform duties assigned in township institutes the same as absence, and deduct pay accordingly.

NEARLY eight hundred students are in attendance at the Northern Indiana Normal School and Business Institute at Valparaiso.

THE "Kewanna Post" always contains a good Educational Department.

IF the person who writes from Spiceland for 75 cents worth of the Journal will send his *name* we will be glad to accommodate him.

The N. W. Normal at Fostoria, Ohio, opened fuller than ever before. Miss Thomas, from Oswego, is doing very satisfactory work. J. F. Richards is principal.

W. L. MATTHEWS, superintendent of Kosciusko county, held an interesting normal closing late in August. The enrollment was sixty, with an average attendance of fifty. This is certainly good. The superintendent is "advancing the lines."

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## INSTITUTES.

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WAYNE COUNTY.—The first normal institute held in this county for a number of years, was conducted this summer at Centreville. The effort was the result of the exertions of teachers and the friends of education in and around Centreville. The movement had its start in the township

institutes held there last winter. Several meetings were held last spring, and it was determined to make a start. The then county superintendent, T. C. Smith, was engaged as manager, and upon the appointment of J. C. McPherson as county superintendent, he was invited to assist in the management and instruction. The session opened July 12. The enrollment numbered 61, and the attendance was remarkably regular.

Prof. Smith remained one month, doing a full share of the work, when his duties as president of Union Christian College compelled him to leave. Mr. McPherson continued the session two weeks more, assisted mainly by Prof. W. C. Barnhart. The members of the normal organized a literary society, which held pleasant evening meetings. This year's session is intended as a series of such institutes to be held annually in this county.

The regular county institute followed, commencing on Monday morning, August 28. Instruction was given in methods of teaching the common branches and in theory and practice, by Profs. Barnhart, White, of Dublin, Wm. Moore, of Earlham College, Mrs. Clark and Miss Harris, of this county, Daniel Hough, J. M. Olcott, Bruce Carr and others. Special attention was given in all the instruction to the work of the teacher in district schools. Prof. C. W. Hodgins, of the State Normal, gave instruction during the day, and lectured Monday evening. Superintendent Smart occupied an hour greatly to the benefit of all present, at the morning and afternoon sessions on Tuesday. Joseph Moore, president of Earlham College, lectured upon the Sandwich Islands, Tuesday evening. Wm. A. Bell gave some practical talks on Wednesday, and lectured that evening. W. H. Venable, the historian and poet, participated on Thursday and Friday, lectured Thursday evening.

The county superintendent called attention to examinations, township institutes, the school law, the work for the coming year, etc. Several ladies, teachers in the county, read essays on Friday. Tuesday evening was devoted to a social, and next day 75 applicants were examined.

The enrollment which includes only those who paid the membership fee) reached 165. The attendance of members, visitors and citizens was so great that the institute was compelled to leave the school room and occupy the largest church. Nearly all the schools of the county opened in September, and the prospects for the year's success are very flattering.

\* \*

OHIO COUNTY.—The Ohio County Teachers' Institute convened at Rising Sun, August 28. Enrollment, 54 teachers; average attendance, 35.

Instructors—Orthography, Miss Jennie Downey; reading and geography, Miss Rose Mitchell; penmanship and theory and practice, Prof. P. P. Stultz; history, Miss Mary M. Elcock; English grammar, M. S. Marble; arithmetic, Isaac Sherman. A programme was prepared and published in the county papers two weeks before the session commenced.

The work of each instructor was assigned in advance, and all came fully prepared to do school-room work. As our instructors were home

teachers, and no "Big Bugs," young teachers were not afraid to take part. One teacher-pupil objecting to recite when called upon, the instructor kindly stopped work to wait for him to recover, which he soon did. It is universally pronounced the best practical institute ever held in the county. At the close, among others, a resolution favoring the introduction of music into the common schools was adopted. Also a graded system for country schools, prepared by Prof. Stultz. J. H. Pate is superintendent.

**SCOTT COUNTY.**—Scott County Teachers' Institute convened Monday, August 23, and was in session five days, with 93 teachers enrolled and an average of 50 daily attendants; at the close of which the following resolutions were adopted:

*Resolved*, That we, as teachers and patrons of the cause of education, sustain a great loss by the death of Cyrus Nutt, D. D. LL. D.

*Resolved*, That we are deprived of a model teacher, an eminent worker and a faithful friend to the cause of education.

*Resolved*, By the institute, that the law-making power of the State of Indiana should introduce a careful system of compulsory education.

**WHEREAS**, a careful system of supervision is an acknowledged necessity in all occupations, be it

*Resolved*, By this institute, that we regard the action of the last Legislature, in regard to county superintendency, as a death blow to the educational interests of the State.

W. H. Mace, Ed. Alcy, Jennie Garriott, Committee.

A. H. WHITSETT, Sup't.

**JACKSON COUNTY.**—The Jackson County Teachers' Institute held its annual session during the fourth week of August, at Brownstown. The names of about 100 teachers were enrolled, with an average attendance of 71. The principal instructors were Messrs. Fitch, Caldwell, Chilton and Carr, of our own county, B. F. Owen, of Noblesville, and Professor J. G. May, of Salem. We think that good, solid instruction was given during the entire session, and that all faithful teachers who attended were profited.

Quite a lively discussion was had on the first day as to who was worthy the title of Professor. It was finally decided the indiscriminate use of the title by every one who succeeds in getting above the lowest grade of schools is extremely "shoddy," and in bad taste. Among others, the following resolutions were adopted:

*Resolved*, 1. That when we go to our respective fields of labor we will endeavor to do more thorough teaching than ever before.

2. That attendance upon county institutes does pay.

There seems to be quite a feeling among our teachers to qualify themselves better for their work.

A. J. McCUNE, Sup't.

**WABASH COUNTY.**—The Wabash County Teachers' Institute, commencing August 30, and ending September 3, was more largely attended



institutes held there last winter. Several meetings were held last spring, and it was determined to make a start. The then county superintendent, T. C. Smith, was engaged as manager, and upon the appointment of J. C. McPherson as county superintendent, he was invited to assist in the management and instruction. The session opened July 12. The enrollment numbered 61, and the attendance was remarkably regular.

Prof. Smith remained one month, doing a full share of the work, when his duties as president of Union Christian College compelled him to leave. Mr. McPherson continued the session two weeks more, assisted mainly by Prof. W. C. Barnhart. The members of the normal organized a literary society, which held pleasant evening meetings. This year's session is intended as a series of such institutes to be held annually in this county.

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The work of each instructor was assigned in advance, and all came fully prepared to do school-room work. As our instructors were hon-

Among the resolutions adopted are the following:

1. That it is our duty as teachers, to become so fully conversant with our work in the school room as not to be dependent upon the text-book in hearing recitations.

2. That teachers need to possess a thorough general education, and that they ought to put forth their best endeavor to attain that end.

3. That, in our opinion, it is the duty of each teacher in Randolph county to subscribe for the Indiana School Journal.

HENRY W. BOWERS, Secretary.

CLAY COUNTY.—The Clay County Teachers' Institute was held at Centre Point, beginning August 23. It was a success both in interest and in attendance. There was an average attendance of more than 90 teachers of the county. The work was done by the home teachers, with one exception, and they did it well. B. F. French, of Martinsville, was present, and gave very efficient and satisfactory instruction. The institute was favored with lectures from Rev. W. W. Rundell, Prof. Travis, and Prof. French. These lectures were adapted to the occasion and were well received. The teachers of Clay county are determined to elevate the standard of our school interests. They are second to those of no other county in the State in energy, and in the future, with our increased advantages and facilities, will continue to report to the home department a success worthy of their industry and zeal. A. R. JULIAN, Sup't.

WARRICK COUNTY.—The tenth annual session of the Warrick County Teachers' Institute convened August 23, with a total enrollment of 102. Although we had no foreign help, the institute was a decided success, and universally conceded to have been the best ever held in the county. The sameness of regular institute work was relieved by literary entertainments given evenings; essays were read by W. H. Link, J. S. Taylor, C. W. Armstrong, Homer Taylor, Miss Ida Summers, I. E. Youngblood and Miss Jennie Hindman; and select reading given by W. Welsh. We have two graduates of the State Normal School, and several others who will get through in a few more terms. The length of term of the schools all over the county is gradually lengthening, good school houses being put up and well furnished, teachers better fitting themselves for their duties, wages increasing, and educational affairs growing brighter generally.

W. H. SINK.

SPENCER COUNTY.—The Teachers' Institute of Spencer county met in Rockport Sept. 6. The session proved to be one of the most interesting ever held in the county, and too much praise cannot be bestowed upon our worthy presiding officer, Prof. O. H. Smith, superintendent of the Rockport public schools. Profs. O. H. Smith and J. S. Stonecypher, our excellent county superintendent, entertained us well with their good advice, instructions and explanations. The institute of 1875 can boast of the best attendance of any ever held in the county, there being 112 names

enrolled during the session, with a full attendance of teachers and visitors each day. The following resolutions were unanimously adopted:

1. That we regard the liquor traffic as a wide-spread, withering curse; therefore, we earnestly request our county superintendent to require of each applicant for license to teach, a certificate of moral character and temperance habits, signed by the township trustee.

2. That we sustain our county superintendent in all honorable efforts to raise the standard and efficiency of our profession.

S. S. RILEY, Secretary.

VIGO COUNTY.—The Institute in our county began August 30, and was a meeting of more than ordinary interest; 165 teachers in attendance. Instructors—President Jones, Prof. Hodgins and Prof. Boison, of the State Normal School; Prof. Wm. H. Wiley, Wm. H. Valentine, H. Greenawalt, A. Sanderson, Mrs. W. W. Byers and Mrs. Emma Grover, of the city schools, and Prof. W. A. Bell, of Indianapolis, Rev. Barnabas Hobbs, of Rockville, and Prof. William Warren, of Oberlin, Ohio, were our instructors from abroad. Dr. Reed, President of Missouri University, was with us at the close of our meeting, and gave us a short but very instructive lecture. We may say our institute was characterized with enthusiasm.

WM. WARD, Secretary.

CARROLL COUNTY.—The Institute in Carroll was held the week beginning August 23. Enrollment 106. Attendance very regular and prompt. Unusual interest from the beginning to the close. Work done exclusively by home talent. Among those workers were several who have been in attendance upon the State Normal School at Terre Haute; they all make their exercises interesting for the reason that they always deal with principles and secure close thinking. This institute is pronounced the best ever held in the county. This is a good recommendation for superintendent T. H. Britton, as this is the first institute held under his management.

WHITE COUNTY.—The White County Institute was held this year at Monticello. The attendance was fair and the attention was good. The enrollment was 112. D. E. Hunter was the principal instructor, and remained all the week. He is an excellent instructor and knows how to adapt his work to the needs of country teachers. W. A. Bell was present a part of the time, and gave an evening lecture. The new superintendent, W. Ireland, is making a good record.

CLINTON COUNTY.—Our Institute here was well managed this year. Aside from our home instructors, and we have some good ones, there were present to give assistance, Messrs. Olcott, Bell, Fertich and Chaplin. The first three gave evening lectures. The social on Wednesday evening was an enjoyable affair. Superintendent Kohler has taken hold of his work in the county, and is already making himself felt. When a teacher gets a certificate now he earns it.

**FLOYD COUNTY.**—Our County Institute closed August 28, with an able lecture from Prof. Hoss. Over 100 teachers were present and accounted for. Superintendent Albright is doing good work in the county. In the city our energetic superintendent, Prof. Jacobs, and the efficient school board, are pursuing an onward course and working great changes both in the schools and school buildings. Prof. Weaver, of Philadelphia, Pa., has been elected principal of the female high school, *vice* Professor J. M. Bloss, resigned. Prof. W. will maintain the high character of the school, and be quite an addition to the educational workers in the State. We all regret the loss of Prof. Bloss.

**TIPTON COUNTY.**—Our Teachers' Institute closed Aug. 20, after a very successful and pleasant session. Prof. H. S. McRae was the principal instructor. Prof. W. H. Fertich was present during a part of the session, and gave instruction in elocution and composition. These gentlemen are successful teachers, and understand institute work. We had about 75 teachers in attendance, beside numerous visitors. Our institute I regard as the most successful ever held in the county. You may expect to hear from Tipton county, in educational matters, at no distant future.

B. M. B., C. S.

**BARTHOLOMEW COUNTY.**—The report of this Institute is collated from a "Teachers' Daily Journal," edited and published for the Institute. It is a novel feature in institute work, and certainly a commendable one when it can be made a success, as in this instance. The paper, of four four-column pages, was *ably* edited, and served to both amuse and instruct. Some of its articles are capital. The following are the names of the principal instructors: J. M. Wallace, A. J. Graham, B. F. Owens, W. T. Strickland. The Bartholomew teachers average "well up," and are gallantly led by the veteran superintendent, J. M. Wallace.

**HENDRICKS COUNTY.**—Our Institute met this year at Clayton, and was regarded a very successful one. Teachers enrolled, 180; average attendance, 150; visitors, 280. The principal instructors were Mr. and Mrs. Ford, of Kalamazoo, Mich., editors of the Michigan and N. Ind. Teacher, and Temple H. Dunn, of Brownsburg. The superintendent, Prof. Ridpath, and others, assisted. The instruction was all well received, and that of Mr. Dunn was especially good and received marked attention. Our trustees are keeping the wages up to the full standard, and the earnest enthusiasm on the part of teachers is gratifying and commendable. E. S. Stilwell acted as secretary.

**PUTNAM COUNTY.**—The Putnam Institute met at Greencastle, Aug. 23. It was well attended and well instructed. The following persons gave assistance: Sup't. Stockwell, J. R. Gordon, W. Creighton, Geo. W. Lee, J. E. Sherrill, Mr. DoBell, J. H. Allen, E. T. Lane, J. A. Allison, Profs. Eli F. Brown, of Purdue, and Tingley and Ridpath, of Asbury University. Resolutions were passed to co-operate with the superintendent in raising the standard of qualification of teachers, favoring compulsory

education, urging the grading of country schools, against teachers acting as janitors, against the use of tobacco, lamenting the death of Dr. Nutt. Putnam county it keeping pace in the general move onward.

**POSEY COUNTY.**—Superintendent H. O'Bannon called the Institute to meet August 23. The attendance was not so large as could be desired, the total enrollment being 50, and the average attendance but 34. Faithful work was done in the institute, however, and the teachers present were profited. Among the instructors were the superintendent, W. S. Bullivant, J. T. Drinkwater, B. F. Adams, J. B. Davis, Jennie Sanders, J. W. French, B. F. Wharton, S. G. Stitt, Emma Ferguson. The superintendent is trying hard to arouse a general interest in educational matters.

**DAVISS COUNTY.**—The Daviess County Ninth Annual Teachers' Institute was held at Washington, commencing August 23. It was a most complete success. With instructors like W. T. Fry, Henry B. Kohr, E. S. Pershing, Caleb Odell and others, it could not be anything else. Mr. T. T. Pringle was our worthy secretary, Rev. J. P. Morton, Chaplain, and Prof. E. McDonald, Leader of Choir. Our enrollment was 155, with an average attendance of 125. Had there not been so much sickness, our enrollment would have reached 200. Edward Wise is county superintendent.

**NOBLE COUNTY.**—The Noble County Teachers' Institute held its annual session at the court house in Albion, commencing August 23. The exercises were ably conducted by Prof. Fertich, of Muncie, Mr. Day, of Ft. Wayne, and our own teachers, among whom Messrs. Chaplin, Miller, Trump, Johnson and Burrier, and Misses McDonald and Welch were especially active and useful.

The interest in the exercises increased with each day's proceedings; the best of feeling prevailed throughout, and the teachers dispersed on Friday, feeling that the week had been profitably and pleasantly spent.

The enrollment was 101, and the average attendance 62. Evening lectures were delivered by Prof. Fertich and Col. William C. Williams, which were well attended and well received. At the close the teachers passed resolutions pledging their co-operation with the superintendent in elevating the standard of qualification of the teachers: declaring it to be the duty of every teacher to take an educational journal; pledging their support to the township institutes, and thanking the citizens of Albion for their kindness and courtesy. S.

**JENNINGS COUNTY.**—The Jennings County Teachers' Institute was held at North Vernon, the week commencing August 30. The number enrolled was 156, more than the number of schools in the county. An able corps of instructors were present during the entire session.

Dr. Hoss spent two days with us, and lectured one evening. His work in the institute was very satisfactory to all present, and will be very ben-

official to the teachers. His lecture was well received. Prof. W. H. Fertich, of Muncie, gave instruction in Reading. Prof. F. is very practical in all his institute work, and, as an instructor in reading and elocution, he has few equals in the State. His lecture on "Manhood" was highly appreciated by all who had the pleasure of hearing him. Prof. Graham, of Columbus, spent one day with us, and gave some valuable instruction to the teachers. Miss Ruth Anna Armstrong gave instruction in primary teaching. Her work was eminently practical, and our teachers were greatly benefited thereby. Messrs. Miller, Dunkle, Carr, Fitch, Stout, Robert Fry and J. T. O'Neal gave instruction in several of the branches. All considered the institute a grand success. JOHN CARNEY, Supt.

LAPORTE COUNTY.—The Laporte County Institute, commencing August 30, was a complete success; with an enrollment of 181, few cases of absence or tardiness, and good order and attention, it could not have been otherwise. Superintendent Jas. O'Brien has fully proven himself worthy the charge intrusted to his care. Neither time nor means was spared by him in providing a corps of able instructors. Teachers from the principal departments of the various graded schools of the county, constituted the home help, while from abroad were H. B. Brown, Cyrus Smith and W. H. Fertich. These gentlemen are thorough workers, who will long be remembered by the teachers of Laporte.

Among the resolutions adopted by the institute were the following:

1. That it is the sense of this institute that our county schools would be benefited by adopting the plan of employing teachers for the school year, inasmuch as our city schools have shown themselves greatly improved by this means.
2. That the action of the last Legislature, in crippling our county superintendency, meets our earnest disapproval.
3. That we are utterly opposed to the diversion of the public money from the public schools to those of a sectarian character.

CELIA E. WILKINSON, Cor. Sec.

HOWARD COUNTY.—The Howard County Teachers' Institute began at Kokomo, August 30. Whole number enrolled 116, most of whom are teachers. The work of the institute was done mostly by home talent, W. A. Bell being the only one to assist from abroad. His lecture Monday evening was as valuable as it was interesting. Mr. M. Garrigus, superintendent, proved to be a valuable instructor, as well as a competent presiding officer. Daily drills were given in arithmetic by Professor W. McClain; in penmanship, by J. N. Loop; in botany and English grammar, by H. G. Woody; and Drs. Garr and Moulder lectured on physiology, anatomy and hygiene. Prof. Youngblood's lecture on "Attention," was cordially received by the teachers, and his talk on History was excellent. The work of other instructors was duly appreciated. The programme for an institute and reunion, to be held during the winter, is well arranged, and will certainly interest all teachers in the county.

Resolutions were passed indorsing township institutes, considering "him an *unworthy* teacher who does not take at least one educational journal, appealing to trustees for janitors' fees, thanking H. G. Woody for introducing natural science into the institute, protesting against the superintendency law *now* in force." Nora E. Trueblood was secretary.

The Kokomo Normal Institute, conducted by Messrs. A. J. Behymer, J. M. Runk and Prof. S. Cox, closed August 26. Enrollment during the term, 64. A good interest was manifested by all who attended. Instruction was given in the common school branches and algebra. A training class was organized, and interesting drills were given each evening.

HUNTINGTON COUNTY.—A county institute of five days was held at Huntington, September 13-17. We enrolled 75 teachers. The "Course of Study," prepared by the superintendent, enlisted a series of lessons by way of explanation. The following resolutions were adopted:

1. That we sanction the move to erect a monument in honor of Milton B. Hopkins.

2. That we support the Indiana School Journal.

3. That we think it our duty to discourage the use of tobacco in the school room; and further, that we use our influence, as far as consistent, in favor of the temperance cause.

4. That we sanction the introduction of the "Course of Study," as prepared by the county superintendent; also, that we return to Sup't. F. M. Huff a vote of thanks for his untiring efforts to make the schools of the county a success.

F. M. HUFF, Sup't.

PIKE COUNTY.—This year the teachers of Pike county concluded to do all the work themselves, and the sequel was, we had the most interesting and instructive institute ever held in the county. Each member worked for his interest and the interest of others. The citizens did their part by honoring us with their presence. The workmen left their shops, the merchants their stores, and came out to visit us. Pike county has now become a pleasant place for teachers, because it pays as good wages as any other county in southern Indiana, and the schools are well organized, making it very pleasant for the teachers.

Mr. Berry, our county superintendent, is an impartial man. Each of his subjects receives justice from his hands.

J. W. GLADISH, Secretary.

FAYETTE COUNTY.—The Fayette County Institute began August 23; was well attended and vigorously worked. The principal instructors were superintendent Gamble, Messrs. Smith, of Indianapolis, McRae, of Muncie, Lucas, Long, Porter, Stewart of Union City, Graham, of Rushville, Carr, of Bedford, and Mrs. Snyder. The instruction, in the main, was practical and well received. The exercises were varied by several lively discussions. The institute was pronounced the best yet. The schools in Fayette are good and improving.

**HANCOCK COUNTY.**—The Hancock County Teachers' Institute was held in Greenfield during the week beginning August 23. In the first day 108 names were taken, and the whole enrollment of teachers in the week was 117, a larger number than had ever been enrolled in a previous meeting. J. H. Smart, Lea P. Harlan, Walter S. Smith, Daniel Hough, S. J. McAvoy and L. D. McClain, were each with us a portion of the week, and, judging by the note-books we saw and the interest manifested, the superintendent was fortunate in his selection of instructors. An evening experience meeting and a lecture by Walter S. Smith, were interesting features of the week, and no one doubts that the week's work left us better prepared for the work of the coming year.

KATE R. GEARY, Secretary.

Superintendents and secretaries have failed to send us reports of their institutes in a number of instances. We have given above all that have reached us. In two or three instances we received postals, stating that papers containing reports had been sent, and the papers have not reached us. We will still publish reports that may be sent.

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## PERSONAL.

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**PROF. G. W. HOSS** did some good work for the State University during the last vacation. He made addresses in fifteen different counties. The Laporte Herald, in speaking of his visit to Laporte, pays him the following high compliment: "The Professor is one of the foremost educators in Indiana, strong, clear-headed, practical, a ripe scholar and a great worker. He is an earnest, enthusiastic friend of our common schools. He wishes to see Indiana University the true, real head of the educational system of the State—and to this end he is laboring with a fine zeal, and, we believe, with every promise of success. Professor Hoss is something better than a mere college man, and his wide experience in all the grades of teaching, his close sympathy with the popular feeling, his just interpretation of the popular wants, and his progressive ideas in general, all make him a valuable, wholesome influence in our State University."

**A. M. GOW**, late superintendent of the Evansville schools, has been employed by the school board, for two months, to induct the new superintendent into office and get the machinery well agoing. This is certainly a high compliment to Mr. Gow, and indicates the confidence of the board in him as a superintendent.

**J. M. BLOSS** has accepted the superintendency of the Evansville schools, and is getting hold of his new work with great facility, and will doubtless make a good superintendent.

**J. W. SMOCK** takes charge of the Sharpsville schools.



C. W. AINSWORTH, late assistant superintendent of the Reform School for boys, has engaged to work for Wilson, Hinkle & Co., with headquarters at Plainfield. Mr. A. has had eleven years' experience in reformatory work, and leaves the institution highly indorsed by the trustees. He will do credit to the already large and respectable army of book agents.

HON. E. E. WHITE, so long the able editor of the Ohio Monthly and National Teacher, has sold his journal to W. D. Henkle. Mr. White made one of the best if not the best educational paper in the country, and we hope Mr. Henkle will be able to keep up its high standard. Mr. White leaves the editorial work to engage in other literary pursuits.

E. M. CHAPLIN has taken an agency for Wilson, Hinkle & Co., with headquarters at Warsaw. Mr. C. has a large acquaintance in the north part of the State, has had experience with trustees, and will be received kindly by teachers wherever he goes. He was a good teacher, will make a good agent, and is always "a good fellow."

A. J. DOUGLASS, superintendent of Whitley county, is also superintendent of the Columbia City schools and has been for six years. These two places not giving him sufficient work, he preaches on Sundays. He is a great worker, and does well what he undertakes.

B. S. BARKER, editor of the "Newcastle Mercury," has not a very good opinion of most of our lawyers and preachers. He is strongly of the opinion that if college graduates would utilize their learning in other directions, they would do more good in the world.

Mrs. SARAH A. OREN, late State Librarian, formerly of the Indianapolis high school, goes to Purdue University as Professor of Botany, at a salary of \$1,500 a year.

DUANE DOTY, late superintendent of the Detroit schools, has been elected assistant superintendent of the Chicago schools. His acceptance of the place has not yet been signified.

JAMES O'BRIEN, superintendent of Laporte county, has been tendered the position of assistant superintendent at the Reform School for boys, at Plainfield. He has not yet signified his acceptance.

SMITH J. HUNT holds his place as principal of the Columbia City high school. He deserves to.

N. D. WOLFORD, author of Wolford's Speller, has changed his address from Hagerstown to Greensboro.

Sup't. G. G. Manning sticks to Peru; so does Miss Julia McFarlan, the principal of the high school.

J. H. PATE, superintendent of Ohio county, recently held an examination, at which were fifteen applicants. He granted six licenses.

SAMUEL LILLY, who was at Bluffton last year, takes the superintendency at Worthington.

S. E. MILLER remains as superintendent at Michigan City.

D. H. LEMON has been appointed superintendent of Harrison county *vice* S. D. Luckett, resigned.

M. S. COULTER is principal of the Logansport high school, and Miss Fanny C. Kimber is principal of the training school.

HOWARD SANDERSON has been elected assistant superintendent of the Terre Haute schools.

HENRY GREENAWALT, one of the most active and effective teachers we know, continues in charge of the first district school, Terre Haute.

J. W. DAVIDSON has been appointed superintendent of Vanderburgh county *vice* Frank P. Conn, resigned.

PROF. — WEAVER, of Philadelphia, Pa., takes J. M. Bloss's place as principal of the female high school at New Albany.

A. W. BIEGHLE has entered upon his third year as superintendent at Brookville.

B. F. FRENCH, of Martinsville, conducted successfully a normal, enrolling thirty-eight.

H. K. W. SMITH, late county superintendent, has opened a private academy at Liberty.

DAVID E. HERRON, of Kentucky University, goes to Purdue as Prof. of Mathematics.

R. A. CHASE continues as superintendent at Plymouth.

J. W. JONES, of Hartford City, takes a principalship in New Albany. Sup't. D. D. LUKE seems to be a fixture at Goshen.

GEORGE S. JONES is principal of the Middletown schools.

R. A. OGG leaves Salsberry to take charge of the Mitchell schools.

DAVID GRAHAM still superintends the Rushville schools.

A. H. GRAHAM remains superintendent at Columbus.

JAS. R. GOFFE is high school principal at Laporte.

A. H. HASTINGS is now superintending the Hartford City schools.

MARY ELCOCK, late of O., has charge of the Rising Sun high school.

J. M. JOHNSON is superintendent of the Marengo Academy.

## BOOK-TABLE.

FIRST LESSONS IN THE ENGLISH LANGUAGE, by Thomas W. Harvey, A. M. Cincinnati: Wilson, Hinkle & Co. 80 pp. Price 80 cents.

When we began to examine the above little book our impression was unfavorable, and we still think the *beginning* is decidedly bad. The book is intended for pupils in the third and fourth school years, and yet the first lesson is to teach these children what the alphabet is; the second

teaches what words are; the third teaches what a noun is. In the first place a child ought to know the *alphabet*, and know what words are before he begins the study of this book; and, in the next place, we are pretty well convinced that the *natural* order is to teach sentence-making before teaching the parts of speech. So far as all expression of thought and composition are concerned, the *sentence* and not the word is the unit of language. Had we been arranging the book we should have put sentence-making before, classifying and naming the parts of speech.

But, after all, there is not so much in the arrangement; the principal thing is to get the *drill*. Practice in the *use* of language is what children need. Each subject is presented in a logical and yet simple way, and grammatical terms are used sparingly. The frequent exercise in false syntax, and the valuable suggestions and plans by which children may be taught to write compositions are practical and commendable features of the book. The body of the book and the latter part pleased us so much that we had about forgotten, when we had concluded our examination, the bad impression formed at the beginning.

THE SATIRES OF PERSIUS FLACCUS, by B. L. Gildersleeve, Ph. D., L. D., Prof. of Greek in the University of Virginia. New York: Harper & Brothers.

A neatly bound and tastefully arranged volume of a size and price that will make it acceptable to the general student, and within the means of all. A desire, on the part of the author, that Persius should become more generally known among Latin students, was the main cause of the book. The references are to the author's Latin Grammar, and to the grammar of Allen and Greenough, and here and there to Madvig.

Besides the text, we find a life of Persius, Notes, a Critical Appendix, and an Appendix proper.

GOOD SELECTIONS, No. 2, by J. E. Frobisher, author of Guide to Education. New York: J. W. Schermerhorn.

The necessity of some work that would supply selections for parlor and platform reading has induced the writer to issue the book above mentioned. It is the second of a series, which form has been adopted, because new material can be added as the series progresses. The selections are varied, embracing those that are gay as well as those that are grave. At the close is an appendix for the use of teachers, devoted to voice culture, reading, etc.

THE COMMON-SCHOOL TEACHER is the name of a new eight page monthly paper published at Bedford, Indiana. The editors are W. B. Chrisler and W. H. Krutsinger, both Professors in the Bedford Male and Female College. Mr. C. is also county superintendent. Bruce Carr, a former Professor in this college, now agent for John P. Morton & Co., is corresponding editor. These are all practical teachers and will doubtless make a readable paper. The first number is full of good reading for teachers.

THE ADVANCED GUARD is the title of a new temperance paper edited at Indianapolis, by J. J. Talbott. It is devoted to the principles of temperance, and deserves the support of every friend of the cause.

THE CHRISTIAN UNION, edited by Henry Ward Beecher, is the best religious and family newspaper that comes to our desk. We always read it with interest. While it is fully up with the times, it is thoroughly Christian. Published by Christian Union Publishing Co., New York.

HARPER'S WEEKLY is undoubtedly the most popular paper of its class published in the United States. The cartoons and cuts of Nast alone are worth more than the price of the paper. It is always decided in its opinions, which are usually correct, and it enforces them with unusual energy. No other paper published has said and done so much against the Catholics as this.

WE have on our table the following books, which we shall notice in our next issue: Complete Composition Book, Potter, Ainsworth & Co., Chicago; Index Rerum, Bridgeman & Childs, Northampton Mass.; Thalheimer's History of England, Schuyler's Trigonometry, Wilson, Hinkle & Co.; Analytical Readers, by Edwards' & Webb's Model First and Second Readers, Geo. Sherwood & Co., Chicago.

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## LOCAL.

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THE attention of the readers of the Journal is called to the advertisement in this number, of the Northern Indiana Normal School. The attendance is nearly 800. The remarkable success of this institution demands the attention of the friends of education everywhere. Accept the earnest appeal to visit the school and know for yourselves that everything is as advertized.

WE yet have a few of the Addresses and Proceedings of the American Educational Association. The addresses before the Detroit meeting were among the ablest and most important ever delivered before the Association. They are of permanent value to all teachers. Send \$1.50 for a volume of Addresses, Discussions, etc., containing 294 pages, bound in cloth. Address Editor of School Journal.

SUBSCRIBERS to this Journal, by remitting 15 cents to M. Hazzard & Co., Indianapolis, will receive the *Indiana Official Railway and Business Guide* (monthly) for one year. One copy is worth the price. Mention this notice when ordering the GUIDE.

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## TABLE OF CONTENTS.

	PAGE.
The Idea before the Word.....	455
What says Aristotle?.....	460
A few items concerning the Hawaiians.....	461
What shall be taught in the schools? .....	468
School and Church.....	467
Hearing through the teeth .....	469
Division of Decimals.....	470
Some of the fruits of Historical Study.....	474
The Origin and Idea of the School—How to realize the Idea.....	476
<b>OFFICIAL—</b>	
Fees of township trustees—Who are legal voters at school meetings.....	478
Trustees must give new bonds—Legal residence of minors.....	479
<b>EDITORIAL—</b>	
Intellectual training.....	481
The Centennial and Education.....	482
Spelling.....	485
Theory vs. Practice.....	487
Township Institutes—How to conduct them.....	487
<b>MISCELLANY—</b>	
Questions for the examination of teachers.....	490
Our Colleges.....	492
Institutes.....	495
Personal.....	505
Book-table.....	507
Local.....	509

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THIS No. of the Journal contains fifty-five pages of reading matter exclusive of advertisements. We ask teachers to compare the quantity, quality, and variety of matter given with what they find in any other educational paper published.

WE call special attention to the advertisements this month. They represent most of the leading school book and school furnishing houses in the country. See the new ones especially.

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## DRAWING.



ELI F. BROWN.

**T**HE purpose of this article is to give, in brief detail, methods in freehand drawing, from copy dictation and object. Design and geometrical drawing may form the subject of a subsequent article.

In attempting to give any drawing lesson, at least four points should be observed, namely, that the time of the lesson be fully set apart for the recitation, that all necessary materials be in readiness, that the class be in order, that the intention of the lesson be well defined in the teacher's mind.

*Copy.*—The copy should be upon the blackboard so that all can see it equally well, or be upon cards or in the books used by the class. Before attempting to draw, a sufficient time should be given to analysis of the figure, that each pupil may understand which points to locate and which lines to draw first, which secondly, what the relations are of one line to another, what the proportion of parts is, etc. With beginners, this exercise is of great importance. Develop the analysis of the copy mainly from the class, causing the pupils to see correctly before attempting to draw, causing them to express themselves in proper language.

The class may next proceed, by direction of the teacher or of a member of the class, to locate points and draw lines, the whole class executing a certain step in the work at the same time, until the figure is drawn; or, each member may be allowed to pro-

ceed in his own way and time from the beginning to the end. Neither of these methods should be practiced to the exclusion of the other. In the first draft of the figure make the line light but distinct, and having drawn the figure in this manner it should be criticised by the class or teacher, and the important errors should be corrected. It would be well that criticism follow every important step in making a drawing. Having now a correct copy in light lines, clean the paper of blurs, errors, and unnecessary lines, after which proceed with clean hands and sharp pencils to finish the drawing by retracing the lines, making them dark and sharp. In the last operation, begin at the top of the figure and complete it as you work downward. A loose paper under the hand, to prevent soiling the work, is useful.

Since the chief aim of freehand drawing is the culture of the eye and hand, points should be located and lines be drawn without measures or rulers save as a means of testing and correcting the pupil's work. Aim to locate correctly by the eye, and to draw freely with the hand. Measures are necessary that the eye may have a standard by which to correct itself, and unless the eye can guide the hand aright, freedom of movement is useless. Occasional lessons in which the class are permitted to measure and rule, are excellent, since by such lessons finer concepts of distance and line are gained. Encourage pupils to make large drawings; remember, however, that the size of a drawing has nothing to do with its correctness unless a certain size or scale is required. Occasionally have pupils make drawings the same size as the copy, but, from the beginning, frequently have them enlarge or diminish the figure to a certain degree, preserving its proportion of parts.

If no graded book or set of copies is used, select copies with care, so that each lesson may pave the way for the next, and that the class may see and feel an advancement in the work. With beginners, avoid copies difficult of oral description or of mechanical execution. A drawing made from copy may afterward serve for a memory lesson, in which case the class, being in readiness for the work, may proceed to reproduce the figure without word or aid from the teacher. A class should practice much upon straight line figures before attempting to draw curves. When the eye can judge location and distance fairly and the hand can move with freedom, curves may be introduced, thereby creating

a new and attractive element in the work. Finally, the class will reach such proficiency that copies may be used that are composed almost, if not wholly, of curves. The pupils may, in difficult or higher work, locate important points by measurement, rule all straight lines, and use the freehand alone for such lines as cannot be drawn in any other way. In drawing leaf forms, in ornamental design, in animal pieces, in sketching, in the making of any truly graceful curve, the freehand and eye must do the work, hence the great need of much patient, intelligent practice in freehand drawing.

*Dictation.*—The aim in dictation is to convey to the pupil's mind by words the idea of form to be drawn. From this understanding the pupil must produce his figure step by step. Since the class must interpret the required figure by the language of the teacher or member of the class who dictates, much care in the teaching of terms must precede dictation ere anything beyond the simplest forms is attempted. Use such figures as may be dictated in unmistakable terms. Use the exact technical word. Such words as vertical, oblique, bisect, diagonal, etc., should be carefully taught and correctly used. Lessons in dictation may alternate with lessons in copy, corresponding somewhat with the latter in point of difficulty of execution. Dictation in curved lines is difficult, yet it should be practiced when the class has reached the use of such lines.

The class should be in perfect readiness, and as each step is stated it should be drawn simultaneously by the entire class. Having completed the figure in light lines, it may then be criticised, corrected, and finished as in drawing from copy. Dictated figures may be used afterward for memory drawing.

Two dictations are given below simply as specimens of the scores of similar figures that may be formed by an artful teacher, the first quite an easy lesson, the second a much more difficult one:

1. Construct a square, divide each side into three equal parts, connect the points of division by lines parallel to the sides of the square, making nine equal squares. The center square with the four squares adjacent to its four sides forms the Greek Cross. Omit (or erase) the sides of the center square and the outer sides of the corner squares, and make all other lines dark and sharp.



By adding an equal square to the length of the lower arm of the Greek Cross we form the Latin Cross.

2. Construct a square. Draw its diagonals and diameters. Connect the extremities of the diameters by oblique lines forming an inner square. Upon the sides of the inner square, with the points at which its sides intersect the diagonals of the outer square as centers, describe semi circumferences, interiorly tangent to the sides of the outer square. The four curves with the corners of the inner square connecting the curve form the outline required. Omit (or erase) all other lines and finish the figure.

More complicated and interesting figures may be used as the class advances. Since dictation drawing necessitates the use of exact terms, requires the careful and continued attention from first to last of every pupil in the class, and compels prompt execution of work, it is a most excellent exercise.

*Object.*—With beginners, it is almost impossible to draw from objects more than the outline of such objects as can be represented by giving only two dimensions. To show three dimensions encounters the difficulties of perspective and renders the work unsatisfactory to both teacher and class. Drawing from objects is therefore necessarily limited until the class is ready for the mastery of perspective. The selection of the object is of great importance. Natural leaves, of which there are such variety in form, are simple and interesting objects. Many kinds of fruit may be outlined easily; such as the pear, apple, lemon, etc. Objects that are symmetrical, such as goblets, vases, and many other articles of household ware, may be used. If such an article as a vase be used, it should be so placed that all the class may see it equally well, and perceive the same outline. By placing the object level with the eye, but two dimensions need be represented. The top and bottom may be straight lines, and the sides be similar compound curves turned in opposite directions. The class must first study well the relative length and width, the location of principal points in the outline by which the narrowest and broadest parts are marked, and observe carefully the curves of the sides. These features in the object must be faithfully represented in the drawing. The whole may be criticised, corrected, and finished as in drawing from copy.

Do not attempt to shade until the class is well advanced. When a class is sufficiently advanced to commence shade and perspective, object drawing will prove excellent and of great interest; until such advancement the time of a class may be spent more profitably in copy, dictation, design and geometrical drawing.

## KINDERGARTEN TOYS AND HOW TO USE THEM.\*

BY HEINRICH HOFFMAN.

**I**NTRODUCTION.—That at no other period of human life, proper sanitary treatment is of so great importance as during the first six or seven years of childhood—that neglect, or mistakes committed in the nursery, seldom fail to endanger health and happiness in after life—nay, but too often, life itself—are truths of which no thoughtful mother entertains the least doubt. But no less are these important truths applicable to the mental and moral education of children. This period forms the foundation of the character and mental development of the future man; and never said a poet a truer word than Wordsworth, in his famous line:

“The child is father to the man.”

Unfortunately this important truth, although fully recognized by the more enlightened, is yet far from being the conviction of the masses. A fatal misconception about the value of premature restraint, and of forcing the intellect makes still sad havoc among the most promising children. To feed a baby with the sumptuous dainties, and the exquisite productions of culinary art, such as many adults deem indispensable to their welfare, would appear an unpardonable folly in the eyes of most parents; yet, but too often, these same parents do not seem to have any misgivings about the propriety of cramming infant mind with a wonderful mass of indigestible knowledge. The stammering little lips, scarcely able as yet to utter one word in clear, distinct English, must at once learn to speak French and German. Reading,

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\* Taken from the publication of E. Steiger, New York.

etc., must torture the child, before he has acquired the power of seeing and distinguishing small objects in detail; and endless musical lessons blight the earliest germs of musical consciousness.

All children show an irrepressible longing for what we—I am afraid, with a misnomer—call *play*. Their whole life and soul, all their energies, all their thoughts seem absorbed by it. At the first glance, grown people are but too often inclined to consider playing a childish weakness, to get over which, as speedily as possible, is one object of a sound education. There are some, also, who see in this tendency the first germs of that baneful curse in after-life, that morbid hunting after pleasures and excitement, which leads so many promising youths into early destruction. Judging it by the common notions of play, they place it in opposition to work, and see all possible dangers in a liberal indulgence of little children in their natural wants.

But a child's play and the fruitless pastimes of adults, which frequently pass by that name, are widely different. What seem trifles to us, are important exercises, experiments, discoveries, practical studies to children. Their world is totally different from ours; and since they cannot and must not yet understand our own, they must not be forced to disregard—to relinquish their own. They cannot yet do our work, they must qualify themselves for it by doing their own; and by doing it with all the energy they are capable of, with all heart and soul, they experience a happiness such as is never seen outside the pale of childhood, and might well repay a close study and faithful imitation.

It is through play that nature develops in the child all the faculties both of body and mind, in a safe and healthful manner. It is by playing that the child, when properly guided, acquires habits of industry, perseverance, order, regularity and punctuality; that the nature of things reveals itself to him in a clear manner, easily intelligible to his capacity. Play is to him serious work; it is the refreshing water that quenches his eager thirst after energetic, restless, healthful activity. A playing child is a true child, and is not easily subject to troublesome whims and to misbehaviour. But to accomplish all this, the play must be properly studied and guided, and materials given which offer to the child more than mere momentary surprise and novelty. Freidrich Froebel, a pupil of Pestalozzi, has devoted a long life

of incessant study to the development of this important branch of education, and has devised a series of materials, by means of which he not only amuses and instructs young children, but trains them also for the great struggle they will have to engage in during after-life. In the following pages we offer a necessarily brief sketch of the first series of these materials, consisting of six boxes, called Gifts, and their use. The thoughtful mother or the experienced teacher will find no difficulty in fertilizing all the hints given.

### FIRST GIFT.

This consists of six worsted balls, in the colors of the rainbow, namely—three primary colors: red, blue, yellow—and three mixed: green, violet, orange.

*Conversational Lessons.*—On the round shape. Compare a ring, an egg, a pencil, thimble, saucer, spoon, etc. What other things can you think of that are round? Name things that are round like the ball, others that are like the pencil, the thimble, the saucer, etc.

*On Colors.*—Name the six colors of the balls. Show something that is brown, black, white, etc. What things are green, red, blue—1st, in Nature; 2d, in Art? What is understood by painting, dyeing, coloring, etc? What is the use of signal lamps?—of the colored lamps used at night on horse cars, etc.? A word against colored sweetmeats may also be useful.

*Manual Exercises with the Ball.*—Holding it firm and safe. Resting the ball motionless in the open palm of the hand, even when arm and hand are gently moved sideways, or up and down. Or, whilst the ball rests in the two open hands, like in a basin, or nest, the children may sing or say:

The little { doll lies in } its bed.  
                   { ball lies in } my hands, so quiet and so still,  
 I'll gently rock it till it sleeps, and nurse it well, I will.

Rhythm and motion must be in strict accordance; and continuing in a subdued voice—

Hush! hush!

Hush! hush! let it sleep! gently sleep, hush! hush!

the child still swings gently his arms. Suddenly the ball moves, rolls about in the open hands—

The ball is fond of moving;  
It likes to be a-roving, moving, roving, moving, roving.

Then lowering one hand whilst the other is slightly raised, the child allows the ball to roll over the fingers, keeping exact time with the rhythm of the words.

Gradually the ball grows more independent of the close grasp of the fingers. It rolls over the fingers into the lower hand—

Dew-drops from the leaflets fall;  
From my hands the little ball.

This rolling about of the ball in the open hands forms an excellent gymnastic exercise; the whole body of the child is in motion. The movement resembles the sifting of grain—

Sift the grain from dust and grit,  
Pure must be the bread we eat.

Or, the ball passes from child to child, facing each other, first at short, then at greater distances; or rebounds from the wall, describing an arch in all its variations, from the slightly curved, almost horizontal line, through the oval, to the perpendicular. Nothing must escape the observant eyes of the children. Thus attention is drawn to the double motion of the ball, the progressive and the rotary, when it rises or falls—

In its rise and in its fall  
Round and round spins our ball.

What is the cause of this rotation? The rolling over the fingers, when the ball leaves the hand; prove this by sending the ball up from the flat hand. To practice strict attention, as well as knowledge of the colors, so that the same color appears in regular distances, the teacher names things which bear the one color or the other, and, at the word *green*, or *blue*, or the mere description of the color, the *proper* balls rise in the air simultaneously.

Strict attention is further exercised by the following: The children sit face to face at the table, A opposite to B, C to D, etc. A rolls a ball across the table to C, C to E, E to G, whilst B sends a second ball to D, etc. More and more balls are gradually introduced, and the utmost quickness, vigilance and attention are

called into play. A few words sung to it will materially assist in regulating every movement, and in preventing confusion—

Zig, zag, zig, zag, runs the little ball,  
Tic, tac, tic, tac, it sounds from the wall.

Nor must the elasticity of the ball be overlooked.

The ball on the string forms another series of exercises. By means of a bodkin, one of the colored strings is attached to the ball. In swinging it to and fro, the child will compare it to the swinging of the pendulum of a clock—

To and fro, to and fro,  
That my ball can nicely do;  
Straight and steady must it go,  
Not too fast, and not too slow;  
Here and there, and front and back,  
Sometimes *tic*, and sometimes *tac*.  
Little clock, we want to know,  
Is it time to school to go?  
For sleeping, for rising, for dinner, for tea,  
For working for playing, a time there must be.  
Sluggards always are too late,  
Sluggishness all people hate.  
Little clock, pray, do go right,  
Mark the hours in their flight.  
*Tic, tac, tic, tac.*

Or it suggests the chiming of the bell—

Bell high from the steeple,  
Calls to church the people.

This is imitated by the children with appropriate swinging of the body. When the string is held at the end the swinging is slow, but when nearer to the ball it increases in speed. Then follows the circular swinging, either in the air, or on the table or floor. The latter will show a double motion, the progressive and the revolving. The six strings, each holding a ball, may also be twisted together, until they form one closely twisted string. Held at the extremity, they will unwind in a quick, rotary motion, and exhibit a beautiful play of colors. The two sticks may be inserted in the lid of the box, the perforated square piece of wood stuck across on the top of the sticks, thus forming a beam for swinging. Draw a string through one of the holes and the ball will swing fast or slowly according to the length allowed.

(*To be continued.*)

## IMPORTANCE OF NORMAL SCHOOLS.

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(Translated from the German by HERMANN B. BOISEN.)

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THE fundamental condition and surest safeguard for the success of all educational work lies in the personal worth of the educator.

Talents, indeed, we cannot bestow; but, through training, a worthy character and an efficient worker may be developed; through training we may work for this that a young man may regard the teacher's calling from right points of view; that he may dedicate himself to it with that sacred devotion which can make up for talent, whilst talent can never make up for devotion. Whoever doubts this, let him lay this book aside; but, if we do not doubt it, then we need no further proof that every elevation of public school work stands in the closest connection with the spirit and life of our normal schools, through which alone it can be realized. Our normal schools must create for us those characters, those hearts; must kindle for us that enthusiasm which we need for our people and our public schools.

For this reason the selection of normal school teachers and normal school presidents is pre-eminently a vital question to the prosperity of our public schools. Efficient men alone can train up for us efficient men. Comprehensive scholarship, right views of life are good, native pedagogical talent better; but the best is the pure, spotless character—the loving devotion to our work and a quiet, serene heart, filled with kind earnestness and earnest kindness. If men with such consecration have been found, then let us hold them in this highly important office—hold them till the snow of old age, for, for such men, a hoary head is the true crowning halo.

Whether, in these selections, this has always been rightly valued; whether this high importance has always been vividly realized; whether the true standard has been firmly clung to, I will not now decide; but this one thing I know, we yet lack much.

School directors and school examiners, to be sure, are persons of influence and importance, yet they can never give heart to heartless mercenaries; they cannot better the worthless, they can

but punish. Their influence is too feeble to alter corrupt and distorted characters. The mercenary, after each inspection, closes his school-room with the quieting thought that now for some time he will be safe again, and shakes off reproaches and warnings as the dust from his garment.

Steffens says, "all instruction shall be a continued baptism, all education a continued exorcism." I add, "Very well; arise, then, and find the men, but men who do not baptize with water, but with fire and the holy spirit." When you have found such men then put them at the head of your normal schools and honor them and reward them as it is meet, without further inquiring whether they have been clergymen or laymen; whether they have been doctors or simply school teachers.

To normal school presidents may not improperly be applied what Piccolomini says of Wallenstein:

O what delight to see  
How he inspires and strengthens all around him,  
Infusing life and vigor. Every power  
Seems as it were redoubled by his presence.  
He draws forth every latent energy,  
Showing to each his own peculiar talent,  
Yet leaving all to be what nature made them,  
And watching only that they be naught else,  
In the right place and time.

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## IMPARTIALITY.

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(Translated from the German by MARY ANDREWS.)

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**I**MPARTIALITY! How lightly many a one utters that word, and yet how difficult is the duty it enjoins upon the teacher.

Only ask yourself if the temptation has not frequently come to you, and if you never yielded to its influence. There sits a child before you to whom nature has given an especially sweet face, while his neighbor is distinguished by a repulsive appearance. Is it always easy for you to meet both with the same cordiality, with equally cheerful kindness?

Here a child has erred, whose father is a friend of yours, or is a wealthy and influential man, but there again is another who is



of poor and lowly birth. Have you always weighed with even balance the misconduct of each?

That boy comes to your instruction with brilliancy of talent, this one with deficiency of intellect. Have you ever thought that reward and punishment are to be meted out according to natural ability?

And thus I might further ask, and when you—your hand upon your heart—should answer, the reply in many cases must be, “I was an erring man.”

And yet for scarcely another quality of the teacher the children have sharper eyes than for impartiality, and a scantily endowed child feels nothing more keenly than neglect.

Remember that the children’s Heavenly Friend has not said, Let the beautiful, and the bright, or the wealthy little children come unto me, but that He called them to Him without exception, and without exception blessed them.

Think that out of each eye and out of each face, even the least beautiful, there speaks to you a soul, which He himself has redeemed, that it may be added to his kingdom. Look through the homely exterior to the germ within—the immortal soul. Consider what it has a right to expect from you, what you should be to it, and what is its destiny.

Thus you will more easily be enabled to cling to that impartiality which alone can secure for you lasting esteem and love, and maintain your peace of heart.

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## LANGUAGE.

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(Translated from the German by MICHAEL SEILER.)

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IT is unfortunate that so many of our teachers, when they hear about instruction in language, immediately think only about a mass of rules, and thus place the end at the beginning. Not grammar, with its systems, but speech, the pure, untrammelled activity of natural growth was first in order; and language did not grow out of grammar, but grammar out of language.

If teachers would devote a part of that precious time which they give to the definitions of *nouns*, *pronouns*, *transitive verbs*,

*subject, predicate, etc.*, to the actual practice of the children in speaking and writing, we should soon see quite different results. Have we, then, who are grown up, reached our attainments in writing and speaking by studying the grammars of Heyse, Becker, or some other learned investigator? Have we not rather acquired them by intercourse with the educated, and by the reading of good books, quite unconsciously and almost without effort, just as by associating with good company we acquire good manners?

Instruction in language often remains without satisfactory results, because it remains without practice; and because the multiplicity of directions *how* to write and *how* to speak prevents the pupil from actually engaging in writing and speaking.

Moreover, there are many things in the study of language that can be perfectly understood without the use of learned terms—terms which, like so many magical forms, are constantly charming the less talented of our teachers back into the same old circles. Should not our language be called bankrupt if children cannot be made fully to comprehend a sentence without the use of a learned terminology?

The complete understanding of some simple tale; or of a children's song; distinct, careful repetition of the words, and free reproductions of the whole; then a statement of it in writing, if the child's age and attainments permit, and the development of simple, practical ideas upon the basis of this material; these are the chief outlines marking the limits of the first lessons in language.

Never should the teacher permit a single day to pass without requiring the children to state or tell something correctly, and to write down carefully the thing stated or told. If the pupils are to learn to speak, the teacher must learn to hold his tongue; but both must learn to listen. This may sound paradoxical, but whoever will think about it will find it plain.

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Mr. HARTSHORNE, an English traveler, recently gave the British Association an account of the Weddás, a wild tribe which lives in the interior of Ceylon. These Weddás are about five feet high, live on water and roast turkeys, and are incapable of laughter. Who could laugh on roast turkey and water?

## THE TEACHER.

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GEO. P. BROWN.

“**A**S IS THE TEACHER, s is the school.” “The teacher must be what he would have his pupils become.” These are universally received as “school maxims,” and express the general estimate of the importance of the personal character of the teacher as a factor in educational results. It is demanded of him that he be pure in thought and in life. Especially is it necessary for him to be honest. No hypocrisy or pretense can long conceal his real character. A pronounced pretender of intellect or morals is an object of universal contempt.

Honesty means perfect truthfulness. A frank confession of ignorance, or of error, will sometimes win both respect and confidence. It is the expedients that are sometimes resorted to, to conceal these, that produce want of confidence and disrespect.

Honesty also means exact justice. The teacher who is always just, is never powerless. Whether it be in discipline or instruction, a kind administration of justice will command respect.

The teacher should be modest and unassuming in his thought and manner. This does not mean diffident and self-distrustful; for a well grounded self-confidence and an abiding determination are essential to success. But he should avoid everything like boastful egotism. “Be sure you are right and then go ahead” in a sensible, earnest, unostentatious way.

The teacher should be always kind. This does not mean sentimentally weak and fearful of saying or doing unpleasant things, if occasion requires. It means, rather, that the ultimate good of the child is to be kept constantly in view, and the road to it pursued with unfaltering step; but that all shall be done kindly. A fretful and scolding habit is an abomination in the school room; so is the habit of sarcasm. Be always ready to acknowledge and appreciate every indication of merit and worth. A slowness to do this is sometimes the cause of failure to control. When the child’s moral sense is weak and his good intentions are unappreciated, he soon becomes discouraged, and ceases to make an effort.

The teacher should be firm. This means that he should pursue steadily the course that leads to the child's ultimate good. It does not mean that he is to continue in any courses simply because he has commenced it, nor persist in doing what he has promised, if that afterwards turns out to be the wrong thing to do. This erroneous notion of firmness has ruined many a school. The teacher should always so act that he will be free at any moment to change his course of action in obedience to his better judgment.

He should be sympathetic. This is a great source of power. Children require sympathy. Their little world is filled quite as full of sorrow and the thousand ills of life as that of the teacher, and they have fewer sources of consolation. Those who regard childhood as the happiest period of life, have forgotten its ills and remembered only its joys. The power of that teacher is almost unlimited, whom all the pupils regard as a *friend*.

#### GENERAL SUGGESTIONS.

In addition to what has been said above, the following suggestions are made, for the purpose of enabling each teacher to criticise himself:

*Neatness of Room and Blackboard Work.*—It is deemed important that everything done by the teacher shall be well done; that his desk be always in order; that the work upon the board be orderly arranged and tastefully displayed; that the room be kept clean and free from litter of every kind; and that all the pupils be required to keep everything in order in their respective desks. "A place for everything, and everything in its place," should be the motto of every school.

*Personal Appearance.*—By this it is intended to extend the same thought to the teacher. While an expensive or gaudy dress would be pronounced unfit for the school room by every person having a sense of the fitness of things, there is on the other hand a degree of tidiness and tastefulness of personal appearance universally demanded. There are two evils of dress prominent among pupils. One is the disposition to dress expensively and in the height of fashion; the other is that of total indifference to personal appearance. Much can be done by the teacher to correct both these extremes, by adopting a dress that shall be neat, tasteful, and inexpensive.

*Language.*—The importance of proper training in the use of language, demands that all the language used by the teacher shall be not only grammatically correct, but rhetorically proper as well. "Slang" and "cant phrases" should be scrupulously avoided. Not only the quality but the quantity of language used is considered under this head. Too much talk is the bane of many schools, while too little is, perhaps, the fault of a few.

*General Bearing.*—Under this are considered all those attributes that make up the mien or deportment of the teacher towards his school. A bearing that is dignified, earnest, cheerful, self possessed, attentive to business, gentle but persistent, is only the expression of a character possessing those qualities, but it is this expression that influences directly the pupil, and silently, but irresistably, moulds his character; while the nervous, unsteady, impatient mien will eventually throw the best school into confusion and rebellion.

*Preparation for the Work of the Day.*—This should be thorough. It is not expected that any teacher will enter upon the duties of the day without a clear idea of the work to be done, and a well defined plan of the general method to be pursued. He will have discovered the difficulties that will probably arise, and have formed some plan for their removal. He will, if properly prepared, be able to conduct every recitation in which the book is not used by the class, without a text-book, and be supplied with such collateral information as shall lead the pupil to a fuller comprehension of the subject.

*Accuracy.*—It is of paramount importance that the teacher's statements be correct. Better by far to defer the subject to some other time than to make a false statement. No one is excusable for *deliberately* teaching error for truth; and there is no necessity for settling difficult questions, sprung upon the spur of the moment, at that moment. The teacher is fortunate who can always do it; but few have attained the general knowledge necessary. It is unpardonable, however, that one who has had an opportunity for preparation, shall teach falsely.

All work by the teacher upon the board should be accurately done. Errors in spelling, capitals, punctuation, etc., must be carefully avoided. It is no excuse for a teacher to say, "I was not taught to write when young." He should either learn at once

to do reasonably well what his pupils are required to do, or he should seek some other employment.

*Thoroughness.*—"Thorough teaching is too often confounded with exhaustive teaching. The teacher should be able to discriminate between them. Exhaustive teaching requires of the pupil knowledge of the subject in all its details. Thorough teaching seeks so to ground him in the elementary facts and principles of that subject that he may be prepared to go forward in his own strength, if need be, to an exhaustive knowledge of it. The general needs of life require a general knowledge, thorough so far as it goes, in many things; while its special needs require an exhaustive knowledge of very few.

The general education of the individual, got in our elementary schools, is to fit him for life's general needs. Hence, thorough, not exhaustive teaching, is required in these schools.

*Effectiveness.*—It may seem, at first view, that thorough teaching is necessarily effective. But that teacher is effective who can catch the attention of the child and hold it until the necessary impression is made. What is thoroughness is determined by the judgment in selecting the matter to be taught. To be effective, the teacher must have the additional and far different power of compelling the child to attend to it so exclusively and intensely, as to cause it to become stamped upon the mind. There are many very effective teachers who are sadly deficient in thoroughness. The converse of this statement is also true.

*Moral Influence as an Element in School Discipline.*—It is sufficient to say here, that the teacher ranks highest in school discipline who can lead the pupil from the contemplation of authority or from his motive of love for the teacher, to do the right from a sense of duty. Such a teacher truly "builds for eternity."—*From advance sheets of "Manual of Instruction," for Indianapolis schools.*

THE teachers of Worcester have arrived at the conclusion that study does not injure children, but that late hours, badly ventilated rooms and evil habits do. This is especially true of girls. Not one in a thousand is injured by study. Idleness and unhygienic habits are the true source of ill-health among school girls. Unwholesome diet and the dissipation of late hours have their share in bringing about the disastrous results which are attributed to over exercise of the brain.

THE ORIGIN AND IDEA OF THE SCHOOL; HOW  
TO REALIZE THE IDEA.

WM. A. JONES.

## II.

THE second step in attaining the object of our investigations is to gain the true conception of an organism.

It will be observed that in the illustration given in I., to develop the idea of *final cause*, the several parts, or steps, bear a relation of dependence to one another, and yet each conspires with all the others to a common end.

The parts, Purpose, Desire, Volition, and the Falling, constitute so many parts of a *process* all so related that the *purpose* can not be realized without the presence and action of each part.

Each of these parts may be represented, in the order of its dependence, in a diagram, thus :

End or Purpose,

Desire,

Volition,

Motion of hand and Falling of object.

Each of these parts is a whole in itself, i. e., each may be thought as a whole ; and yet, each is so related to the others, that, as related, altogether they constitute a whole.

Each part can be understood in its action only as it looks back and finds its meaning in the *purpose*.

As, in the illustration, if there were no sensuous effect—the Falling of the Object—there would be no effect for the Volition ; if no Volition, no effect for the Desire ; if no Desire, no effect for the Purpose ; and if the Purpose effects nothing, it is useless. The idea or thought of the thinking being does not realize itself in an objective fact.

One might as well not think at all, if his purpose effect nothing.

When a *process* is carried on by means of parts, co-operating

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\* President of the State Normal School, Terre Haute.

for a common end, or purpose, this composition of parts is called an *Organism*.

The end for which they co-operate is called a *Final Cause*.

The parts of an organism cannot exist without the whole, nor the whole without the parts.

This will appear plain on reflecting upon the illustration in I.

*Analysis of the Idea of an Organism:*

To analyze means to take apart. (If a thing were not existing as a whole, there would be nothing to take apart.)

1. The whole is thought.
2. The parts are thought.
3. The co-operation of the parts for a common end.
4. The end, or purpose which the organism works out, and which we have seen is the *real cause*.

NOTE.—It is this adjustment of parts to one another in such a way that they co-operate for an end, that binds the parts into a unity—a one-ness—a whole.

That which makes the parts to be parts is their *necessary* relation to one another and to the whole.

From the above analysis the following definition of an *organism* may be deduced:

An organism is an existence composed of parts whose co-operation for a common end is necessary to the existence of each part and to the existence of the whole.

*Questions:*

What the object of this course of lessons? What is the first step in the development of the Idea? Give an original illustration, and analyze it, to show what *final cause* is.

Show what ideas are real, or true causes. Define an organism and give an illustration of one. What is the relation of any part of an organism to the whole? What makes a part of an organism to be a part? Show that a tree *is*, and that a stone *is not*, an organism. Is an organism necessarily a material thing?

(Thought is organic; discourse is, or *should be*, organic.)



## GEOGRAPHY.

BY W. H. VENABLE.

**N**O SUBJECT of common-school instruction will admit of more modes of presentation in the recitation room than Geography. Nothing is better to arouse and sustain the pupil's interest. Before giving some methods of teaching this branch, it may be stated that they have been thoroughly tested.

The topical system is, undoubtedly, the best system in general use. It can readily be adapted to all grades of pupils, except, perhaps, mere beginners. A list of topics is presented by the teacher at the class organization. The topics may be few or many, easy or hard, as the class may need or the teacher choose. A primary class might be furnished with such a list as the following, for the examination of countries:

1. Locality.
2. Boundaries.
3. Bodies of water.
  - Rivers.
  - Lakes.
  - Seas, Gulfs, Bays, etc.
4. Divisions of land.
  - Natural, as Continents, Islands, Peninsulas, etc.
  - Political, as Empires, States, etc.
5. Cities and Towns.
6. Face of country, elevation.
7. Latitude and Longitude.
8. Productions.

For advanced pupils, topics can be introduced indefinitely, which will draw out discussions, scientific, literary and historical.

In preparing to recite a lesson by topic list, the student ought to be provided with as many good reference books as he can secure. He should be directed to find out all he can on one topic before proceeding to study another.

The teacher should himself procure Lippincott's Pronouncing Gazetteer of the World. Having once made faithful use of this he will hardly be willing again to teach geography without it.

Carl Ritter's incomparable books on geography, translated by Gage, are also invaluable.

The method of reciting by topics is easy and expeditious. A member of the class is called upon by number or name. He rises and gives all the information he has on the first topic assigned. This may be the first in the list, or any other the teacher may select. Others are then allowed to criticise what he has given, and to add any facts pertinent to the topic under discussion. Another pupil being called, discusses the next topic in order in a similar manner, and is criticised as before, and so on until all have recited and the list is exhausted. Sometimes one pupil recites five or six, or even all of the topics. Sometimes each pupil is limited to a few seconds in which to tell as much as he can.

If the topic system becomes uninteresting to the class, it may be temporarily laid aside. Definite lessons may be assigned in the regular text book. These are recited in various ways :

1. Each pupil may be examined on a particular paragraph.
2. One may tell all that he knows about the entire lesson ; afterwards, the rest of the class may add what has been omitted, or correct what has been misstated.
3. Each pupil, in turn, may present a single fact respecting the subject of recitation. In this way a large class can participate in a short lesson on a comparatively barren subject.

General subjects are profitably assigned for study by way of variety ; such as trade winds, ocean currents, governments, mutual dependence of nations, etc. Such subjects are first presented by the teacher in the form of a lecture which may be embodied in a tabular statement. The pupils take note of what is said and reproduce the classification and the facts on the following day. Of course they are to study the subject in books also.

One of the most profitable exercises for the student of geography is the preparation and delivery of brief addresses or talks on subjects announced some days in advance. They may be either spoken or written. It is best to write them and commit them to memory for recital. The time allotted for their delivery is regulated by the teacher's discretion. Ten minutes is usually quite long enough. The number and variety of subjects suitable for reports are so extensive, that the skillful teacher may easily

assign to every pupil a subject suited to his taste and capacity. For the benefit of those who may wish to try this method of instruction, a few subjects suitable for reports are given:

Minerals and Mining.

Culture of tea, rice, sugar, cotton, etc.

Manufactures—Woolen, cotton, silk, stoneware, iron, etc.

The East India Company.

The Hudson's Bay Company.

Use of Rivers.

Why it rains, hails, lightens, etc.

Sunrise at the Poles, etc., etc.

*(To be Continued.)*

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## REFERENCE LIBRARIES.

GEORGE W. HOSS.

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ON my vacation trip, it was gratifying to note the remarkable improvements in educational facilities. In several cases where old and small buildings stood eight years ago, now stand new, large, and tasteful buildings. Added to these, in some cases (not in all I regret to say), are handsome grounds; in others, small supplies of good apparatus, and in still others, small libraries. These last, however, were seldom found, and in no case a reference library. In my judgment, Reference Libraries are the felt wants of schools, especially schools of higher grade.

I, therefore, desire to suggest that a small but well selected reference library should be secured, as soon as practicable, for all our schools in cities and towns. In carrying out the details, I submit the following:

1. That these be placed in the rooms most convenient of access, usually the assembly or session room.
2. Do not place these books in cases, as is the usual mode, but on long tables where least in the way. The books are thus easy of access; no opening of doors or cases, no rummaging to find the book wanted. The table serves the double purpose of holding the books and furnishing a convenient place for writing.

This latter is of significance, as students will go to these tables with pencil and paper in hand to take notes. Of course, these tables will be supplied with chairs to accommodate all wishing to write.

3. Pupils should be allowed, yes, encouraged, to go to these tables at any time in the day, at recesses, at recitations, before school and after school, provided always that strict quietude is preserved. If some question in the history lesson arises concerning the feudal system, *Magna Charta*, the Crusades, etc., encourage the class to make search by next recitation, or better, appoint two or three members to the special duty of investigating and reporting. If a question in English Literature, in Biography, Architecture, etc., treat it in the same way, if you have the books.

4. Occasionally, appoint a member of the class to prepare a somewhat elaborate essay on some branch of a subject in hand. This will lead him direct to the reference library.

The benefits of such a library are too obvious to be questioned. They enlarge attainments, give relief to study, and best, foster habits of original research. This habit is of incalculable value, and no pains should be spared to foster it. Only by this means are the borders of science ultimately to be enlarged. To get outside of a text book, both stimulates and strengthens.

5. And lastly, I suppose suggestions as to books hardly necessary. I give the names of a few—the most important:

Webster's Unabridged Dictionary; Appleton's American Cyclopaedia, 16 vols.; Lippincott's Pronouncing Gazetteer, namely, Geographical Dictionary; Ure's Dictionary of Arts, Manufacture and Mines, 2 vols.; Brande's Cyclopaedia of Science; Appleton's Cyclopaedia of Biography; Chamber's Cyclopaedia of English Literature, 2 vols.; Dictionary of Poetical Quotations; Anthon's or Lempreire's Classical Dictionary; Last Census complete or Compendious. To these add others, as wants and means determine. The above can be purchased at prices ranging from \$150 to \$175, according to binding and place of purchase.

I commend this matter to superintendents and high school principals. Fine buildings, handsome grounds, and good furniture are excellent, but libraries are better. Furnish the pupils libraries.

## OFFICIAL DEPARTMENT.

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### CENTENNIAL NOTES.

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The chapters in the forthcoming Centennial history of Education in Indiana are being prepared as follows:

1. Colleges and college work in Indiana, by Wm. A. Bell, Editor Indiana School Journal.
  2. Charitable and Reformatory Institutions of Indiana, by Rev. O. A. Burgess, President N. W. C. University.
  3. History of School Legislation, by Professor John M. Olcott, of Indianapolis.
  4. History of Institutes, Associations, Normal Schools, School Journals and Libraries, by Professor George W. Hoss, LL. D., of the State University.
  5. Literature of Indiana, by Prof. J. C. Ridpath, of Indiana Asbury University.
  6. Eminent Educators, living and dead, by Prof. Daniel Hough, of Indianapolis.
  7. Technical Education in Indiana, by B. C. Hobbs, LL. D. of Bloomington.
  8. General review, with statistical tables, by the State Superintendent of Public Instruction.
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THE authorities at Evansville have already caused a large number of photographs of their school buildings to be prepared for Centennial exhibit. In addition to a variety of other material, Evansville will send two models of school houses in wood.

Huntington, Fort Wayne and Terre Haute have been heard from. The work is being actively pushed, and they will make fine exhibits.

Indianapolis will furnish a large number of drawings of her school buildings, together with two or three models of her best structures.

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TEACHERS and school officers of the State are requested to take hold of the Centennial work and push it forward as rapidly as possible. All the special products to be exhibited, should be ready by the first of Jan'y.

**FINANCIAL CIRCULAR.**—The Indiana Centennial Finance Committee, and the Committee of the State Board of Education, take this means of addressing you in relation to the raising of funds for the Centennial Exposition.

In order to demonstrate that Indiana is not behind her sister States in all that constitutes real worth, intellectual and material, we call upon all her citizens, and especially upon her educational men and women, to assist us in securing ample funds to prosecute this design.

We recommend that the 11th of December be celebrated as the 59th anniversary of the admission of Indiana to the sisterhood of States, by some memorial exercise, which shall serve the double purpose of stimulating the patriotism of her children and of raising funds to enable the State of Indiana to take a suitable part in the national celebration.

The following ways are suggested by which, in every school district, these patriotic designs may be effected:

1. By district spelling schools.
2. By a school concert or exhibition.
3. By a festival or fair.

Or, if these methods do not meet your views, by any other method which will enable every man, woman and child in the State to contribute funds to this grand object.

If, for local reasons, the 11th of December is not deemed an appropriate time, it is hoped that another occasion will be selected which shall effect the same result.

It is requested that every teacher and school officer in the State make a special effort to carry out the spirit of this circular by taking immediate steps for its accomplishment.

In order to avoid the complications which might arise from the appointment of several finance committees, the committee of the State Board of Education has made arrangements by which all the funds raised shall pass through the hands of the State Finance Committee. The friends of education are therefore requested to send the money they shall raise to the Hon. J. M. Ridenour, Indianapolis, Treasurer of the State Finance Committee, or to any agent authorized by him to receive it.

In addition to this special work, you are requested to co-operate with the members of the State Centennial Finance Committee of your locality in the furtherance of any enterprise having for its object the raising of funds for Centennial purposes.

You are also requested to keep us fully informed as to the progress of your plans, and the results secured by them.

All communications upon the subject of this circular should be sent to Alex. M. Gow, Evansville, Indiana.

GEO. P. BROWN,  
WM. A. BELL,  
A. M. GOW,  
J. H. SMART,  
Committee.

## EDITORIAL.

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. O. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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IF you do not get your Journal by the 15th of the month, write at once.

IF you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

NEW subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THE State Superintendent has stated, in the Official Department of the Journal several times, that he can supply the School Law and Reports of his Department on certain named conditions. Teachers wishing either of these documents should send to the Superintendent direct, and not to the Editor of the Journal, for them.

WE are out of March and June numbers of the Journal and will be glad to extend the time one month of any who will return to us either of these numbers, giving name and address. Please send at once.

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## GRAMMAR.

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The value of technical grammar, as it is usually taught, is very much overestimated. It is little more than a drill in memorizing paradigms, statements and rules, the meanings of which are but partially comprehended, by either pupil or teacher. It is a dry, dull study, to which the pupil comes with reluctance, and which he leaves with pleasure. This is not the fault of the subject, but of the kind of instruction that is given. The classification of words and sentences is made upon the basis of form more than thought. Methods necessary to the proper mastery of the Greek and Latin languages have long been adopted and practiced in the

study of the English. The purpose for which the English is taught, is to learn to put thought into language: in the study of a foreign language, our object is to learn to get the thought out of it. Objects so widely different, call for different methods of instruction.

In the study of the child's mother tongue the forms of thought should ever be regarded as determining the forms of language. The science of grammar and composition is thus developed from the thought.

The child, during the first five years of its school life, should be practiced in the expression of thought. The forms by which these thoughts are expressed are learned incidentally. The study of grammar as a science should be commenced in the sixth year.

The order of development of the subject is briefly as follows:

The child is first led to discover the three essential elements in every thought, viz: (1) the thought; (2) that which is thought of the subject or predicate; (3) the act of the mind in thinking the predicate of the subject. To give expression to this thought in language, the sentence is employed, which must have the corresponding elements of subject, predicate, and copula. The sentence thus becomes the starting point, the unit, so to speak, of this department of language study.

The necessity of limiting the thought to definite objects and attributes gives rise to the use of modifying words, phrases, and clauses.

The different kind of limitations expressed by these modifiers suggests the classification of words into parts of speech.

The great number of different ideas and relations required to be expressed by the same words in one language, is discovered to be the ground for the grammatical inflection of these parts of speech.

The inflection of different parts of speech having been mastered, the abnormal forms of these, as used in sentences, are next considered.

Following this is the consideration of the subject of Syntax under the separate divisions of Concord, Arrangement, Propriety, and Precision.

An examination of the course of instruction in grammar and in composition for the Indianapolis schools, will show that these two subjects are taught together for the first five years; that they are separate studies during the sixth, seventh and eighth years; and that they are again brought together in the first year of the high school course. B.

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## ONE WAY TO TEACH PHYSIOLOGY.

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The importance of teaching physiology in the schools will not be questioned by any one who has given the subject thought. The health of children is of primary importance; their happiness and usefulness in the world depend upon it. That the health of hundreds of children is injured, and in many instances impaired for life, every year, by being



confined in illy ventilated and badly warmed school rooms, is something known to all familiar with the facts. That good health does not come by chance, and that sickness is something that may be guarded against and, for the most part, prevented, is a matter well understood by all students of hygiene.

While it is true that we have not entire control of our health, it is also true that not only our health, but also the length of our lives are very much more in our own hands and under our own control than we are accustomed to think. Sickness and pain come from violation of physical laws, and if we know these laws and obey them, we can thereby avoid the consequences of the violation.

The Law requires that the teacher shall understand the subject of physiology, not so much that he may be able to teach it to organized classes, as that he shall be able to care for and protect and preserve the health of the children placed under his charge. In the simple discharge of his duty in looking after the health of the children, the teacher can impart a great deal of valuable information without taking any time whatever from the regular school work. If the teacher understands that the temperature of the room should be kept at from 65° to 70°, that the heat should be regular, that the stove should not be made *red* hot, that children should not cool off suddenly, should not sit in currents of air, that colds are usually contracted by a sudden closing of the pores of the skin, that good ventilation is essential to good health,—I say if the teacher understands these facts and makes a proper use of his knowledge, is it not certain that the children will "pick up" all the important facts, though no time be spent in giving direct instruction? In addition to this indirect teaching, it is an excellent plan to spend from ten to fifteen minutes of each day in giving oral instruction on this subject to the entire school. If the teacher will take pains to thoroughly prepare himself and take up the subject systematically, giving a limited amount each day, and making frequent reviews, he will be astonished at the end of an ordinary school term at the amount of physiological information the children have retained.

The plan is particularly recommended owing to the importance of the subject, and owing to the fact that time cannot usually be found in ungraded schools for additional branches of study. It should be borne in mind, in teaching this subject to school children, that the primary object is, not to make physicians or surgeons, but to give information in regard to the preservation of health. This being true, the teacher should aim to give only a *general* knowledge of anatomy and physiology, and spend most of his time on the hygiene. Technical terms, for the most part, should be eschewed.

We urge upon teachers the importance of this subject, and the practicability of the above method of reaching the masses of the children

ARITHMETIC.

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The study of Arithmetic has been held for a long time in high estimation, both among the learned and the unlearned, but for quite different reasons. The unlearned have regarded it as one of the most potent instruments that could be placed in the hands of their children, with which to gain a livelihood. The operations in numbers are so frequently involved in the affairs of life, that success in business has assumed the relation of dependence upon a knowledge of arithmetic. Among the learned, the study of mathematics, until recently, has been very generally regarded as the best means of disciplining the reasoning powers. Without stopping to point out the fallacy of either of these conclusions, it is safe to say the relative value of arithmetic has been largely over estimated. It holds an important place in the common school curriculum, but not more important than geography or history, and not nearly so important as reading.

Its special purpose as a school study is, (1.) to teach those relations of numbers that are especially applicable to the business affairs of life; (2.) to cultivate the power to think abstractly; (3.) to train the pupil to be accurate; (4.) to discipline the reasoning faculty.

One error to be carefully avoided is, that of regarding all statements in the text-book of equal relative importance. The fundamental principle in each division of the subject should be as thoroughly mastered as the pupil's mental development will permit. Especially should the child be practiced in those operations that are of practical use in business transactions; while the less practical operations should be passed over more lightly. Teachers sometimes spend several weeks in drill upon some obscure proposition—in per centage, for instance—at the expense of a thorough mastery of some of the most common and essential operations in every day business transactions.

As a rule, pupils should first be made familiar with the process in each new division of the subject, before a *thorough* study of the principle is taken up. The reason for this will become apparent to any one who will think.

Too much care cannot be taken to have children form the habit of accuracy in their work. Arithmetic is an exact science, and is the best of all subjects taught in our schools, for the cultivation of this habit. To be exactly right is not attainable at all times in any other study. Make the pupil feel, then, that if his work is not correct in every particular, it is a virtual failure.

Care should be taken by teachers in the grammar schools, that the skill acquired by pupils in the primary department in the rapid and accurate combinations of numbers, is not lost. Frequent exercises in the rapid combinations of numbers should be continued through all the grades of the school.

Mental arithmetic differs from written arithmetic principally in this, that, (1.) the problem and all the analytical steps are held in the mind during the solution; (2.) each partial result is thus held until such combinations are made as the solution requires.

This demands a much more intense concentration of the attention, and a much greater exercise of the memory, than when the work is all written out. Frequent practice in this will give a ready use of the mental powers, will make of the children "ready reckoners," and will strengthen the power of reasoning and of abstract thought, the beneficial effects of which will be felt in every other department of work. Every effort should be made to make these exercises interesting and lively, and for the time the mind should be exclusively engaged in them.

Pupils should be encouraged to solve mentally all the problems in the text-book not too difficult for such solution, and to take advantage of all contractions and "short cuts" in their written work. Do not sacrifice substance to form. Insist upon clear statements, given in good English and properly enunciated; but encourage originality and variety, both in language and process.

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### LOUD TEACHERS.

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Not a few teachers have two voices—the natural voice and the teaching voice. This teaching voice is always on a high key. Many teachers, when in the school room, always talk in a loud tone of voice. They not only talk loud themselves, but many of them insist upon their pupils doing the same thing. Not long ago the writer approached a high school in which an examination was being conducted on the third floor of the building, and so loud did the teacher and pupils talk that they could be easily heard from the hall of the lower floor, and from the street, 50 yards distant. The writer also visited a ward school lately, in which the children in some of the rooms were required to scream so loud in their recitation that they were heard distinctly at the distance of half a square. If the teacher talks loud the children are inclined to do the same thing, and it is generally true that a loud talking teacher has a noisy school. "As the teacher, so the school;" loud teacher, loud school. The teacher that governs a school best is the one that talks in a subdued tone of voice, and makes but little fuss about it. The teacher's voice should be just loud enough to be easily heard *when everything is quiet and in order, and no louder*. Pupils should be required to recite in a tone of voice sufficiently loud to be distinctly heard by the teacher and the class, but no louder. The conversational tone of voice is the one that should be employed by both teacher and pupils in all ordinary recitations; in reading, the sentiment of the piece will determine the character of the tone.

It is too often the case that loudness is mistaken for clearness of enunciation and distinctness of pronunciation. Children should be required to speak distinctly, and to make all hear who are expected to listen; but they should not be allowed to *bawl*.

This loud, unnatural tone of voice, so frequently assumed by teachers and required of pupils, is ruining the reading of hundreds—yea, thousands—of children. Hush! Keep quiet!!

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### THE CENTENNIAL.

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We expect to have something to say about the Centennial in every issue of the Journal from now till after the grand Exposition has closed. We are determined that if Indiana is not creditably represented on that great occasion, it shall not be the fault of the Journal. Indiana has the ability to make a creditable showing, and it will be a disgrace to her if she does not.

We call attention to the official this-month, which is entirely devoted to centennial matters, and especially do we call attention to the financial circular. The eleventh of December makes the fifty-ninth anniversary of the admission of Indiana into the Union, and is therefore an appropriate time at which to hold some sort of centennial celebration, the object of which shall be the raising of money to properly represent the Hoosier State in the great international contest.

We have faith in the teachers of this State. We have faith in their patriotism; faith in their ability to carry forward a good enterprise; faith in their energy and determination; faith in their ambition to bear an honorable part in placing Indiana in the front rank of the sisterhood of states. We hope that every teacher in the State will act upon the suggestion of the committee, and on December 11, or about that time, hold a spelling school, or give an exhibition of some sort that will awaken an interest in the neighborhood. Let the admission fee be small, say *ten cents*, and urge as large an attendance as possible. In this way it will be an easy matter for each school to realize from \$1 to \$10, and if the effort is general, all the money needed will be raised. If circumstances are such as to make it impossible to hold such an entertainment as suggested, let the teacher devise some other means of raising his share of this necessary money. If he can do no better, let him go among his friends and ask small contributions. Let no teacher feel that he has done his duty as an educator, drawing his salary from the State, until he has contributed *something* toward enabling the State to make its educational department such as no Indianian need be ashamed of. Of course, not every school can be represented; but it is desired that every county and just as many schools as possible shall be, but this is no reason why every teacher and every school should not be interested in the representation

of the State. If Fort Wayne makes a fine display of paintings, the State gets the credit of it; if Indianapolis exhibits fine drawings, the State gets the credit; if Bedford sends the finest maps, the praise goes to the State; if some obscure country school contributes the neatest and best written set of copy-books, the whole State gets the glory. Every one should feel, in the preparation of products, that he is at work not for any particular locality but for the State, and be anxious only for the best possible display. Let every one do his duty toward raising the money, and feel assured that it will be spent to the best advantage.

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**LECTURE COURSE.**—For a year or two past, Huntington, Muncie, Franklin, and other places, have sustained a course of lectures. The plan has usually been for the superintendent of schools, and a few other enterprising citizens, to take the matter in hand, announce that the money made would be devoted to the purchase of a reference library or apparatus for the school, or some other worthy object, conditionally engage some eight or ten lecturers—a few “stars”—the best that can be secured, and the remainder, persons who will make good lecturers, but who live near and who are so interested in the work as to be willing to give their services, asking simply expenses. This being done, “season tickets” are sold. In some instances, a sufficient number of these tickets were sold before the lectures began to pay for the entire course.

With two or three energetic persons to devote time to the matter and drive it, a lecture course can be made a success in any town of 2,000 inhabitants or over, if the people are not dead. Such a course will do good in two ways; it will help a good cause, and, at the same time, cultivate the literary taste of the people. Fifty places in Indiana ought to have such a course of lectures the coming winter.

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### KINDERGARTENS.

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A great deal is being said now-a-days about Kindergartens, and that teachers may know just what they are, and what place in the educational work they are expected to fill, we begin the publication, this month, of a series of articles on the subject which will explain, in detail, the elementary steps in the course. Primary teachers will be especially interested, not that the Kindergarten plans can be used in whole in the primary grades, but that many of the ideas can be modified and utilized to great advantage. These Kindergartens have been established in connection with the public schools in Boston, New York, St. Louis, Fort Wayne, and perhaps other places.

The Fort Wayne school sent some very fine examples of work done to

the Exposition just closed at Indianapolis. A private Kindergarten has just been started in this city, and when it is perfectly under headway the readers of the Journal shall hear from it. In the meantime, read carefully the articles in the Journal on the subject.

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THE Senior class in the State Normal School, under the direction of Prof. H. B. Boisen, are engaged in the study and translation of German Pedagogics. Of course, they only study standard authors, and get the best thoughts of the best men. Arrangements have been made with Prof. Boisen whereby he will forward to the Journal choice selections from these authors. Some of the translations will be made by the Professor himself, but most of them by members of the class. Three selections are given this month, and we feel sure that the readers of the Journal will peruse them with great interest and profit.

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THE State Teachers' Association is to meet in Indianapolis, Dec. 28. The Programme is not yet completed, but so much has been done that we can assure the readers of the Journal that the meeting will be fully up to any of its predecessors. The chairman of the Executive Committee, Superintendent McRae, of Muncie, is putting forth every effort to make the Association both interesting and profitable to all classes of teachers. A grand banquet will be held on one evening that the teachers may have an opportunity to become acquainted with one another. The usual reductions will be secured on railroads and at hotels. Let every teacher make calculations to attend.

As the next will be the twenty-first anniversary of the Association—just of age—let the occasion be celebrated by a centennial outpouring of teachers, such as has never before been witnessed.

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TAKING the opinion of several of our leading educators, United States School Commissioner, Eaton, is not working up Centennial matters very satisfactorily. He seems to be waiting for instruction and direction from others instead of becoming master of the situation and then taking the lead. In managing a matter of the magnitude of the educational, some one must be more than a nominal head—he must assume responsibility and make plans and give directions. This, so far, Gen. Eaton has failed to do.

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THE series of articles on Geography, the first one of which appears this month, by W. H. Venable, of Cincinnati, will doubtless be valuable to the readers of the Journal. Mr. Venable is a ripe scholar and an experienced teacher.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1875.

PHYSIOLOGY.—1. What properties of the bones depend on their structure?

2. Name the divisions of the spinal column, and tell the number of bones in each.

3. How do the veins differ in structure from the arteries?

4. What are the functions of the skin?

5. Knowing the functions of the skin, what habit should every one form, in the light of that knowledge?

GEOGRAPHY.—1. What countries of North America lie in the Torrid Zone?

2. What large cities are located on the shores of Lake Erie?

3. What colonial possessions of America belong to Great Britain?

4. What causes the frequent droughts of Kansas and Nebraska?

5. What is the cause of the change of seasons?

6. What is the object of isothermal lines on a map?

7. What are monsoons, and where do they prevail?

8. What countries of Africa lie between the cape of Good Hope and the cape of Guardafui?

9. What season is it now in England, in Australia, in Patagonia?

10. Name the principal wool and silk producing regions of the world.

U. S. HISTORY.—1. Give a sketch of the settlement of Rhode Island, and also of the life of its founder.

2. What was the object of the Jesuits in exploring and occupying the Mississippi Valley.

3. How did England gain possession of New Netherlands? Why was its name changed?

4. By what right did England claim any part of the territory of North America?

5. What induced England to plant colonies in America?

6. State the object in establishing a protective tariff.

7. What were the causes of the war of 1812?

8. What were the two great questions at issue in the Presidential campaign that resulted in the election of James K. Polk?

9. Name the leading men of the South who advocated disunion.
10. Name the different places occupied as the seat of the National Government.

**THEORY AND PRACTICE.**—1. Give minute directions for conducting a recitation in Written Arithmetic.

2. State the objects of a recitation.
3. What are the objects of school government?
4. Write a programme of work adapted to the first day of school.
5. Name five proper incentives to study.

**ARITHMETIC.**—1. From nine thousand one and one thousand millionths, take three thousand twenty-five and four hundred six hundred thousandths.

2. Define the terms Evolution and Involution. Illustrate.
3. Define the least common multiple. Give an example.
4. Define each of the terms of a fraction. State the use of each.
5. What decimal of a bushel is .12 of a peck?
6. How many steps, 2 feet 6 inches each in length, will a man take in walking around a field 45 rods square?
7. Define the terms Example and Problem, and show their difference.
8. Explain what is called the 6 per cent. method of calculating interest.
9. A man invested \$5,400 in railroad stock, which was  $37\frac{1}{2}$  per cent. of his property. What was the value of his property?
10. How many boxes of 3 qr. 13 lb. each can be filled from a hhd. of sugar, containing 12 cwt. 1 qr. 7 lb.?

**GRAMMAR.**—1. What is meant by agreement and what by government, in grammar?

2. State the resemblances and the differences between a relative pronoun and a noun.
3. Conjugate the present perfect tense, indicative mode of sit.
4. What are the grammatical properties of a verb?
5. In what do participles resemble adjectives? In what do they differ?
6. Write a sentence in which the essential elements shall be expressed by separate words, and which shall contain all the parts of speech.
7. Analyze the sentence thus formed.
8. Correct the following, and give reasons for the corrections: "He thinks like I do." "I seen him, and told him he hadn't ought to go before my brother and his'n had went home." "John said, 'Them books is mine.'" "Either one of the ten are capable."
9. What determines whether the semicolon or the comma should be used in a given case?
10. Of what practical value is the study of English Grammar?



**THE HOOSAC TUNNEL.**—This is the greatest piece of underground engineering in America. It is four miles and eighty-four hundredths long, and is exceeded in length by only one tunnel in the world, that of Mount Cenis, between France and Sardinia, being seven and three-fifths miles. The next largest tunnel to the Hoosac is the Woodhead tunnel near Manchester, England, which is three miles in length.

The Hoosac mountain has two crests, with a valley between. One of these crests, overlooking the Deerfield valley on the east, is 1,450 feet above the river, and the western crest, overlooking the Hoosac, is 1,750 feet above the water of the river. The valley between the two crests is 800 feet above the grade, and a central shaft was sunk here to secure ventilation.

The tunnel was projected as early as 1842, but no effective steps were taken to begin the work till 1854, and even then the matter dallied along till 1856, when the work begun in earnest, and has been prosecuted with varying fortunes until the way through the mountain is opened. When the work was projected it was estimated that its cost would be three and one-half million dollars, and the first contract was for that amount. The expenses already incurred amount to nearly ten millions, and with approaches, etc., it will foot up nearly thirteen millions. But the cost has not been all in money. One hundred and thirty-six lives have been lost by accidents, the worst being the drowning of thirteen men in the shaft, in consequence of a fire in the engine room stopping the pumping machinery.

**A PRACTICAL SPELLING AND DEFINITION LESSON.**—We take the following from St. Nicholas. It will make a capital lesson in spelling and definitions. Every word in the story is spelled correctly; it is simply out of place:

"A rite suite little buoy, the sun of a grate kernel, with a rough about his neck, flue up the rode swift as eh dear. After a thyme, he had stopped at a gnu house and wrung the belle. Histow hurt hymn, and he kneaded wrest. He was two tired too raze his fare, pail face. A feint mown of pane rows from his lips.

The made who herd the belle was about to pair a pare, but she through it down and ran with awl her mite, four fear her guessed would not weight.

But wen she sore the little won, tiers stood in her eyes at the site. 'Ewe poor deer! Why due yew lye hear? Ah yew dyeing?'

'Know,' he side. 'I am feint two the corpa.'

She boar hymn in her alms, as she aught, too a rheum ware he mite bee quiet, gave him bred and meet, held cent under his knows, tide his choler, rapped him warmly, gave him some sweet drachm from a viol, till at last he went fourth hail as a young hoarse. His eyes shown, his cheek was read as a flour, and he gambled a hole our."

J. C. McPHERSON, superintendent of Wayne county, takes the responsibility of making out programmes for his township institutes, the same programme to be used throughout the county. Teachers will do well to follow his suggestions if he always succeeds in arranging as practical a programme as the one before us. The following are the topics:

1. How should pupils be taught to study a spelling lesson?
2. How should pupils be taught to study reading lessons?
3. How should letter writing be taught?
4. Reviews—their times and extent.
5. Written Examinations—how often and to what extent.
6. What should be done with pupils who fail to prepare lessons?
7. Experiences of the month by each teacher.

Mr. McPherson is making a good record as superintendent.

EDITOR OF THE JOURNAL:—Which, in your judgment, requires more individual attention from the teacher, primary, intermediate, or high school pupils? Ans. The primary, without doubt. After pupils have learned to study and to use books, they can, in a degree, dispense with the help of the teacher.

THE normal school at Goshen, under the control of Professors Blount and Moury, has an attendance of about 100 students, and is reported one of the best schools in Northern Indiana.

ROSE POLYTECHNIC INSTITUTE.—It may not be known that Chauncy Rose, a wealthy and large-hearted citizen of Terre Haute, has established a Polytechnic Institute at Terre Haute, the corner-stone of which was laid the 11th of last September. Mr. Rose has given ground and provided for the erection of a building that will cost about \$100,000, and, in addition, given an endowment fund of \$50,000. This to begin with. This is not the first of Mr. Rose's large gifts to charitable purposes.

On the occasion of laying the corner stone, the principal speech was made by the Hon. W. K. Edwards, the man who was Speaker of the House two years ago when the county superintendency law was passed, and who did much to secure its passage. He is a strong friend of popular education. His address showed much research and was a strong plea for skilled labor and the education of the laboring classes.

Mr. Edwards was followed by ex-superintendent B. C. Hobbs, who made a very learned and interesting address, showing that the speaker was familiar with the progress of science, and demonstrating the necessity of labor and learning going hand in hand.

THE reading of the Bible in the public schools has been forbidden by the Chicago School Board.

T. Courcier and L. H. Groves, of Perry county, have each contributed one dollar to the Hopkins Monument fund.

**PROGRAMME FOR THE INDIANA STATE TEACHERS' ASSOCIATION SO FAR AS COMPLETED.**

The meeting of the Association is to begin Tuesday evening, Dec. 28, and end Thursday evening, December 30. Among the exercises there will be the following:

Address of Welcome. Response by retiring President, W. A. Jones. Inaugural Address of President elect, George P. Brown. Appointment of committees. History of Indiana public schools, John M. Olcott. Drawing in public schools, Eli F. Brown. Objects and Methods of school government, D. W. Thomas. A Plea for Higher Education, Lemuel Moss. Reciprocal Duties of Parents and Teachers, O. M. Todd. The District School, J. C. McPherson. Teachers should be acquainted with the Science of Mind, Alexander Martin. History of the Indiana State Teachers' Association, D. Eckley Hunter.

It is suggested to those who have been requested to prepare papers, that the time for each should not exceed thirty minutes, and that a paper of even less time will not fail of appreciation, as a result of brevity.

The old members are especially urged to be present at this meeting of the Association.

The usual reductions on railroads and at hotels will be secured and announced soon.

H. S. McRAE, Chairman Ex. Com.

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**TIPPECANOE COUNTY.**—The following facts are taken from Superintendent Caulkins' annual report to the Superintendent of Public Instruction:

"Number of school houses in the county: stone 1, brick 28, frame 108, log 1. Total value of school property, \$815,680. Three school houses have been built within the year, at a total cost of \$1,940. Average length of school term, 159 days—lacking one day of being eight months, a gain of 28 days over the previous year. Number of teachers employed: Males 104, females 82. total, 108. Average daily compensation: males, \$2.42; females, \$2.36."

**JEFFERSON COUNTY.**—The County Board of Education of Jefferson county have repealed the rule requiring the schools to be opened by reading the Bible. A rule forbidding the use of tobacco in the school room was hotly contested, but was finally passed by a small majority. These acts do not speak very highly for the morality or refinement of the Board.

**OHIO COUNTY.**—The course of study for the Ohio county schools contains many good points.

FOUR HUNDRED and thirty-two is the number of students now enrolled at Asbury. Dr. Martin the new president, is reported very popular.

**ELKHART.**—The Elkhart schools make a good report for the first month. Total enumeration, 2,189; enrolled, 1,126, this being 51.6 per cent. of the whole number enumerated—175 more names enrolled than were enrolled the first month of last year. Per cent. of daily attendance, 95.8; tardinesses, 188. M. A. Barnett is the superintendent.

**GREENSBORO.**—An effort has been made to exclude the Bible, Gow's Morals, and such books, from the Greensboro schools. It failed. Teachers should use the Bible with great discretion. Nothing of a controversial character should be either read or taught.

**GOSHEN.**—Goshen lost its school house last winter by fire; also \$1,500 worth of apparatus. A new \$20,000 building will be finished in December, and the schools will then be better accommodated than they now are in rented quarters. D. D. Luke remains as superintendent.

**CONNERSVILLE.**—The Connersville schools, under the superintendency of J. L. Rippetoe, are in good working order and are expecting to contribute their share toward the Centennial Exposition.

**VINCENNES.**—The Vincennes schools, under the supervision of T. J. Charlton, are reported in a very flourishing condition. They opened this year with an attendance of 25 per cent. more than in any other year of their history. The high school is specially mentioned.

**SOUTH BEND.**—The South Bend schools make a good showing in their September report. Enrolled, 1,401; average belonging, 1,298; daily attendance, 1,216; per cent of attendance, 94; cases of tardiness, 145; neither tardy nor absent, 429; 48 per cent. of the enumeration in the schools. D. A. Ewing is superintendent.

**ATTICA.**—The schools, under the direction of E. H. Butler, opened full; 489 enrolled against 868 last year. Fifty-six in the high school. A good corps of teachers reported.

**ANGOLA.**—The higher department of the Angola schools is overflowing. Enrollment, 172. Of this number, at least 100 are preparing to teach. L. R. Williams is superintendent.

**ZIONSVILLE.**—Enrollment for September, 289; average belonging, 206; daily attendance, 176; tardies, 188; per cent. of attendance, 85.7.

S. S. Townsly, superintendent.

THE State Superintendent has sent out blank reports to be filled by county superintendents, calling for minute and definite information concerning county institutes, township institutes, and high schools. If these blanks are faithfully filled, the State Superintendent will thereby gain some valuable statistics that have never before been obtained with any degree of accuracy. Superintendent Smart is doing much toward making our school statistics valuable.

WHO IS IT? A person at Bainbridge sends money for the Journal, ut does not give his name.

THE Women of the United States are to have a building of their own at the Centennial, costing \$30,000, to be known as the Women's Department. The Indiana women are organizing and making an effort to represent this State creditably in this department. Mrs W. O. Rockwood, 276 North Illinois street, Indianapolis, is president of the organization, and all communications should be addressed to her.

THE Bloomington Times has been enlarged and improved. Its Educational and University Department is full and interesting.

The Times says: "Why cannot a town of the age and size of Bloomington have a Reading Room." A very pertinent question, and one that might be asked of a hundred other towns of the State.

THE State Board of Education, at its last meeting, passed an order that the questions prepared by that body should not be sent to any county superintendent who used them, previous to the last Saturday of the month for which they are intended.

WILSON, HINKLE & Co. announce a forthcoming book on School Supervision, by W. H. Payne, of Adrian, Michigan.

THE enrollment in the Indianapolis schools, the first month of the present school year, was 8,757, the per cent. of attendance being 92.6.

10,000 Centennial Spelling Schools Dec. 11, 1875, for the benefit of the fund which is to represent Indiana in its Educational Department at Philadelphia. Let no teacher fail to do his part.

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## PERSONAL.

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W. H. FERTICH, the Elocutionist, has been working extensively in institutes this fall. Mr. F. does good, practical work—teaching reading, something that teachers need, rather than elocution—something but few of them are prepared for or can use. He has charge of the schools at Yorktown this year.

JAMES G. ADAMS, late of Beverly, Ohio, the new superintendent at Bensselaer, is grading and shaping up the schools systematically.

WE are sorry to know that superintendent Wallace, of Bartholomew county, is suffering from a protracted siege of sickness.

DUANE DOTY, late superintendent of the Detroit schools, has entered upon his duties as assistant superintendent of the Chicago schools.

LEE AULT pleases the Winchester people so well that they still hold on to him.

O. M. TODD, superintendent of Delaware county, a man who never does things by halves, sent in a list of 75 subscribers to the School Journal—the largest list received this year. He is a man after my own heart.

MISS PHRONE ENSMINGER, of Crawfordsville, has accepted a position in the Attica schools. She will make a good school wherever she goes.

MILES MOORE, an old Wayne county teacher, has taken charge of Liber College, at Liber, Jay county.

B. F. JOHNSON is head teacher at Ossian.

W. H. ERNST holds sway at Bluffton.

J. R. OWENS is superintendent of the Monticello schools.

R. W. WOOD stays at Liberty. New house ready in December.

Mr. — WHITE has control of that new school house at Newport (New Garden).

CHAS. HEWETT has entered upon his sixth or seventh year at Knightstown. Knightstown is beginning a new school house.

E. S. CLARK is superintendent at Aurora.

L. D. HELLER is superintendent of the Bowling Green schools.

N. D. WOLFORD, author of Speller, is at Greensboro.

N. J. MENNIER is superintendent at Cannelton.

CHAS. DEBUS is superintendent at Tell City.

W. H. VALENTINE is principal of the Terre Haute high school.

J. W. DAVIDSON is superintendent of the Ft. Branch schools.

B. F. HEATON is superintendent at Fowler.

GEORGE W. BARR is principal at Oxford.

O. W. MILLER superintends schools at Warsaw.

J. H. LEWIS has charge at Pierson.

W. J. WILLIAMS still superintends at Rochester.

J. B. MILLER, late of North Vernon, is now studying theology.

I. A. VANLANDIGHAM holds forth at Idaville.

WM. IRELAN, superintendent of White county, has charge of the Butlersville schools.

H. G. WOODY, late of New London, is now at North Judson.

GEORGE J. JONES goes to Middletown—upward.

R. A. CHASE is still superintendent at Plymouth.

C. P. EPPERT, we are informed, takes the Brazil schools.

W. F. SMITH is principal of the Newcastle high school.

THOMAS OLCOTT is at the head of the Versailles schools.

## INSTITUTES.

JEFFERSON COUNTY.—The twelfth annual Institute of this county was held at Madison, commencing August 23, and continuing five days. It was conducted by George C. Monroe, county superintendent. One hundred and eighty-two teachers were enrolled; average attendance, 150.

Instruction was given in United States history, physiology, reading, grammar, geography, theory and practice, and ancient history. Instructors—Prof. T. J. Charlton, A. W. Blinn and Bruce Carr. Several teachers of the county also assisted in the good work. The regular exercises were interspersed with music, select reading, declamation, etc. On Friday evening Rev. J. F. Hutchinson delivered an address on "Religion and the Common Schools." On Monday night Prof. Blinn delivered a lecture, subject, "The *Æsthetic* in Education." Tuesday night Doctor Cornett lectured on "Geology." Wednesday night Prof. Blinn lectured on "Constitutional History in the Common Schools." Thursday night John Roberts, Esq., lectured on "The Era of the Beautiful." All these lectures were very interesting. The Institute was a complete success in every respect. Much of the success is due to Prof. J. S. Taff, who arranged the programme each day. The usual resolutions of thanks, etc., were passed at the end of the Institute. J. B. MOUNT, Sec'y.

**MADISON COUNTY.**—The Madison County Institute was one of the innumerable ones, held Aug. 28. It had been preceded by a very successful Normal, conducted by the county superintendent and J. N. Study, superintendent of the Anderson schools. The work done in the Normal was made very practical, and prepared the teachers who attended it to receive, appreciate, and profit by the work done in the institute. The instruction in the institute was specially adapted to the needs of teachers in ungraded schools. Much of the work was done by home talent.

Mrs. Ford, of the Michigan and Northern Indiana Teacher, was present one week of the Normal and the week of the Institute. She is an excellent worker. William A. Bell, of the Journal, was present a day or two, did very acceptable work and lectured one evening. The teachers separated well satisfied. The new county superintendent takes hold well. \* \*

**PERRY COUNTY.**—The Institute which convened at Rome this year was one of the best ever held in the county. The attendance was not so large as last year, but those who were there worked with a will. Total enrollment, 100; average attendance, 59. Instruction was given in reading, grammar, physiology, history and arithmetic. We had two evening entertainments, one a public reading and the other a singing festival.

Prof. Ridge, of Cincinnati, was with us during the entire week, and I will say that I can fully recommend him as an earnest institute worker. Mr. Bruce Carr, of Bedford, was with us during two days, and did good work. THEO. COURCIER, Sup't.

**HENRY COUNTY.**—The Institute was held at Newcastle, Oct. 4 to 8, inclusive. Prof. Olcott and Bell were present half of the session, and rendered valuable assistance. Their work was highly valued by the teachers, and all were benefited by an association with those whose experience is so ripe. Superintendent Smart was present on Friday, and talked to the teachers, in a general way, for an hour or more. He said

many good things, and enforced what he said by illustrations. We think him a man of ability and energy, and expect that he will increase the interest of public instruction in Indiana.

The number enrolled was 118; the average attendance, 76. The attendance was larger, and a greater interest was manifested than in any previous institute that has been held in the county within our knowledge. Superintendent Hufford has shown his fitness for the work assigned him. At the close of the session a series of resolutions were adopted, in which the teachers pledged themselves to a greater devotion to the profession of teaching; to give special instruction in morals; to influence the pupils in all ways that will tend to make them become the best of men and women. It was also resolved that, after Jan. 1, 1878, the county superintendent should not grant license to any one whose per cent. is less than 60 in any one of the branches required by law. After singing "America," the institute adjourned, *sine die*.  
W. F. S.

RIPLEY COUNTY.—Our Institute convened at Versailles on Wednesday, October 4. The work was performed both by home and foreign talent, and was pronounced by all a complete success. Prof. Bleinn, of College Hill, was with us all the week, and worked both in day time and evening. His subjects were: History, Ancient and Modern; Æsthetical Philosophy, The Beautiful, Rhetoric, Astronomy, Grammar, Literature and Constitutional Law. Tuesday, at 12, Bruce Carr, of Bedford, Ind., arrived and remained with us till Thursday morning. He gave us instruction in his special branches, grammar and physiology, and also a lesson on reading, which he does not claim as a specialty. The work performed by the home talent was principally confined to the "eight branches," and was very practical. George W. Young read a paper in which he urged a "higher standard of qualification on the part of the teacher." Four teachers pledged themselves that they would go before the State Board of Education and apply for State Certificates next summer. There is a better time for the schools of Ripley. \* \*

OWEN COUNTY.—The Owen County Teachers' Institute convened at Spencer, September 27. Whole number enrolled, 102; daily average, 72. The institute opened with remarks from the superintendent encouraging teachers to take an active part and make the work interesting and profitable. D. Eckley Hunter gave instruction in history, geography and orthography. Mr. Lilly gave instruction in grammar and reading. D. S. Kelly gave instruction in arithmetic. W. R. Williams gave instruction in physical geography, grammar, and theory and practice. The institute was a success—the most interesting Owen county ever had. The teachers are proud of their profession, and are making it honorable. The superintendent is encouraging them to bring intelligence and skilled labor to the work. A committee on resolutions reported every day, and called forth lively discussions. From the tenor of the resolutions, they



desire Owen county to be *perfect, just and holy*. The following are some of the resolutions:

1. That the teachers of Owen county open school at fifteen minutes before 9 o'clock, A. M.

2. That the County Board of Education make provision to furnish the schools with new outline maps.

3. That the trustees pay the teachers one day's wages for attending the township institute.

4. That the county superintendent revoke the license of any teacher who shall use indecent or profane language.

5. That we request our superintendent to refuse license to any person who has been intoxicated within three months previous to such application, or any one who is in the habit of getting drunk; and that he revoke the license of a teacher who shall get intoxicated.

6. That we, the teachers of Owen county co-operate with each other and with the superintendent in anything which is for the general good of the schools.

7. That we return our thanks to Prof. D. E. Hunter for his services in the institute.

8. That we approve of the manner in which our superintendent has conducted the institute.

The best of feeling prevailed during the whole week. The superintendent gave a closing address, which was full of advice and instruction.

W. R. WILLIAMS, Sup't.

**GREENE COUNTY.**—The Institute in our county began September 6, and the exercises were of more than ordinary interest. One hundred and thirty-three teachers in attendance. Teachers and citizens took a deep interest in the exercises. The principal instructors were Mr. S. Lilly and the Superintendent. Other teachers of the county assisted.

No regular lectures were delivered, but each evening the teachers engaged in the discussion of some common school topic, which proved to be of interest. On Friday evening, at the close of the Institute, we held a grand social, which was highly appreciated by all. The exercises consisted of select reading, music and declamation.

**FOUNTAIN COUNTY.**—The Fountain County Teachers' Institute was held at Attica, commencing September 13, and continued in session five days. The names of 100 teachers were enrolled. The work of the Institute consisted principally of practical lessons and discussions. These were mainly conducted by teachers of the county. The exercises consisted of a series of valuable lessons on Theory and Practice, by E. H. Butler, of this city, which were exceedingly interesting, and were highly complimented by the members of the Institute. Mr. J. A. Lynn gave instruction in grammar and arithmetic; Miss Mary Jenne in language, primary instruction, Morals and manners, and physiology; Mr. J. M. Ray in arithmetic and United States history; Mr. Robert Ray in physi-

olgy. Miss Alice Zink gave a very interesting lesson on United States history. She gave her method of teaching map drawing, which, also, was very good. Mr. W. A. Bell being present, gave instruction in composition, spelling, and the list of questioning. Miss Dimon gave a very instructive lesson on ventilation. Mr. J. J. Taylor gave a lesson in geography. Mr. J. Gambol gave instruction in arithmetic. A single address, delivered before the Institute as such, was by Prof. Bell, of the Indiana School Journal, on Wednesday evening, which was well received. The usual resolutions were adopted. Two socials were held, which gave the opportunity of renewing old acquaintances and of forming new ones, which was highly appreciated by all present. Mr. Butler conducted the exercises promptly throughout the session, with unwearied effort to make the success complete. ANGIE ZINK, Sec'y.

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## BOOK-TABLE.

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**MODEL SECOND READER**, by J. Russell Webb. Chicago: Geo. Sherwood & Co.

This Reader, the second in a Model Series, is, of course, intended as a sequel to the Model First. Like the first, it is beautifully illustrated with colored plates, and in style and appearance is in no way inferior to its predecessor. An introduction contains some advice and instruction upon the subject of teaching reading, with some practical exercises, by the author, J. Russell Webb, author of the word method, who is eminently qualified to give such directions. A spelling lesson accompanies each reading lesson, and, at the close of the book, the spelling of the First Reader is reviewed. The reading lessons are short and entertaining, and, to a teacher animated by a desire to teach reading, must prove just the thing.

**ANALYTICAL READERS**, by Richard Edwards. Chicago: George Sherwood & Co.

The Analytical Readers are intended to supplement the Model Readers, which they seem every way worthy of doing. The series is not new, only revised. By all educators they were considered standard works before the revision; how much more valuable they must be now. An excellent feature of these books is the careful analysis of the selections by means of questions. The questions given in the books, however, are only suggestive to the teacher of what might be asked. Copious notes are appended, which must prove very valuable.

**VICK'S FLORAL GUIDE** No. 4 of this paper, for 1875, is on our table. Like all its predecessors, it is beautifully and tastefully gotten up and illustrated. It treats mainly of hardy bulbs, such as endure the winter without injury. James Vick, Rochester, New York, is the address, if you want the "Guide," or seeds.

FIRST BOOK IN ZOOLOGY, by Edward S. Morse, Ph. D. New York: D. Appleton & Co.

On the title page of the book we find, "As for your pretty seed-cups, or vases, they are a sweet confirmation of the pleasure that nature seems to take in superadding an elegance of form to most of her works wherever you find them."

It seems to us that Prof. Morse must have followed nature in this respect, and taken great pleasure in bestowing so elegant a form upon his work. The book is as nearly perfect as books are usually made, so attractive that a pupil would study for the mere pleasure of using so pretty a book. Almost every page contains a drawing, and on many pages there are more than one; the paper is smooth, the print clear, and the binding beautiful.

The first thing required of the pupil in the study of this work is to collect specimens. After collection comes the arrangement in drawers, or a cabinet. Then becoming familiar with forms, what is more natural than that he should classify. Having grasped the leading features of a group he is enabled to recognize kindred groups. The real Pestalozzian principle, lead the child from the known to the unknown, never telling him what he can learn for himself.

THE STUDENT'S MANUAL, by Rev. John Todd, D. D. Philadelphia: E. H. Butler & Co.

Rev. John Todd will be remembered by many readers as the minister who, several years ago, wrote a series of articles on "Woman," for an eastern paper, which were severely reviewed and criticized by Gail Hamilton, in her book entitled "Woman's Wrongs." This is not a new book, but one that has passed through many editions in the Old World as well as in the New, having been printed in many different languages; sometimes bearing the author's name and sometimes authorless; sometimes reaching the dimensions of a respectable volume and sometimes dwarfed down to the limits of a good-sized tract. Because the book has been written many years, do not consider that it is, therefore, old-fashioned and useless. The advice it contains, if taken home and cultivated, will just as surely bring forth a worthy harvest as the same seed did twenty years ago. The chapter on *Habits* is well worthy the careful study of not only every *student*, but of every *person* who desires to make his life worth living.

ANALYTICAL SPELLER, by Richard Edwards, LL. D., and Mortimer A. Warren. Chicago: Geo. Sherwood & Co.

Yes, a *New Speller*; something different from what we have ever seen. It is arranged on the principle that a child should not learn to spell a single word of which he does not know the meaning, and which he can not use correctly in a sentence. This being the principle of the book, words are given for spelling and the pupil is expected either to give oral sentences illustrating their use, or bring them written to the recitation. There are also complete rules for spelling and the use of capitals, rules for pronunciation, etc. The book is in every way complete.

**THE TEACHER'S HANDBOOK**, for the Institute and the Class-room, by William F. Phelps, A. M., Principal of the State Normal School at Winona, Minn. New York and Chicago: A. S. Barnes & Company. Price \$1.50.

This is a new book on Theory and Practice that we have been looking for with some interest. The author is a person of large and varied experience, and one who ought to write a good book. We have just concluded our examination with the following result: The book does not contain as much original thought, and philosophic discussion of educational subjects, as we had looked for. The *philosophy* of methods, it seems to us, has not received that attention its importance demands. It seems to us, also, that an undue proportion of the book is given up to the details of institute work. Out of the forty-six chapters in the book, nineteen of them are devoted to institutes.

The book is not without its good points, however. It presents good methods, and explains and illustrates them in such detail as to be easily understood, and is thus specially adapted to the wants of inexperienced teachers; and, in justice to the author, we should say that the book is intended expressly for this class of teachers.

The professional questions, of which there are thirty pages, cover all departments of educational study, and are calculated to stimulate research and application. They also furnish an abundance of themes for profitable discussion. The book must prove a useful one, especially to teachers of country schools.

The publishers have done their part well. The print is clear, and the catch lines of the paragraphs are distinctly marked. We modestly suggest that 65 pages of advertisements might have been omitted, and yet a sufficient number left.

**PATTERSON'S COMPLETE COMPOSITION BOOK.** Published by Potter, Ainsworth & Co., Chicago.

This Complete Composition Book is published in four forms. Each form consists *principally* of a blank book of a convenient size and shape, at the commencement of which we find directions to pupils and suggestions to teachers in regard to composition-writing, a short treatise on punctuation, forms for notes of invitation and business notes, directions for correcting compositions, explanation of some of the principal rhetorical figures, with some advice concerning the selection of subjects for compositions. These directions are the same in each form. The binding is different, and the number of pages on which to write compositions varies. It is worthy the examination of teachers.

"WIDE AWAKE" is the name of a new monthly for boys and girls, published in Boston, by D. Kathrop & Co. Price, \$2.

It is beautifully and profusely illustrated, and will carry delight and healthful instruction to any household where there are young people—if it has a chance. We wish the young people could be induced to read more of such literature and less of trash.

TALKS ON ART, by Wm. Morris Hunt. Boston: H. O. Houghton & Co.

This book, in appearance, is as novel as it is odd. The print extends lengthwise of the page, with a broad margin on the left side or bottom of the book, while quotations from Browning, Blake, Ruskin and others, commence at the end and extend forward through the book, occupying part of the margin before mentioned. It will attract attention from its appearance as well as from its contents.

It is edited by Helen Knowlton, who was once, we conclude, a pupil of Mr. Hunt's, and who collected these pithy sayings of her teacher's, and, at the urgent request of eminent artists, both in Europe and America, has just given them to the public.

The book is racy, entertaining and very readable; so that in one way it is a success. Take, for example, the following: "The eyes are never alike except in an idiot, in whose face the movement of the mouth is alike on both sides. So we need not feel bad if one corner of the mouth is up more than the other, or one eye higher than the other. However, we will say nothing against idiots. In another world they may be just the kind. They are interesting sometimes—so entirely natural."

"You think it an insult to put a shadow upon that face! The Lord doesn't think so."

The lack of system will make it valueless as a work of instruction. Its principal mission in the *art* world will be to afford artists texts for daily cogitation and maxims for their encouragement and warning.

PRACTICAL ETHICS, by Mätilda Fletcher. New York and Chicago: A. S. Barnes & Co.

This is "*something new under the sun*." It is an attempt to teach children the practical duties of life by means of a book rather than by example and actual practice. Ethical study is usually considered a work for older persons and more matured minds. Here we find a methodical, practical and plain arrangement of the subject brought within the reach of quite young children. It is intended for home use as well as for use in schools; for Sabbath schools as well as for week-day schools. It is illustrated by a chart, the idea of which is very beautiful. Teachers will find in it much that may be made available in the school room.

LATIN PROSE COMPOSITION, by S. R. Winchell, A. M. Philadelphia: J. H. Butler & Co.

This book belongs to Bingham's series of approved text-books. It corresponds with Bingham's Latin books in size and appearance, and is a worthy sequel to them. Exercises are given to be changed from English into Latin, which may be extended or condensed according to the discretion of the teacher. The words and sentences employed are taken almost exclusively from the writings of Cæsar and Cicero, so that the pupil may be able to put *classical* expressions into classical Latin. The book has a full English-Latin vocabulary, thus making it complete in itself.

THE NATIONAL SUNDAY SCHOOL TEACHER is one of the best papers of its class published in the United States. It discusses in full a lesson for each Sabbath, and gives valuable instruction in regard to all the Sabbath School work. Many of the ablest men in the country write for it. No Sabbath School teacher should be without some such journal. If teachers would study their work more, they might do a vast deal more good than they are now doing. Published by Adams, Blackmer & Taylor, Chicago.

SCRIBNER'S MONTHLY MAGAZINE, also published by Scribner & Co., is one of the best periodicals in the country. The best writers in the country contribute to its pages. Among the attractions for the ensuing year is a story by E. E. Hale, entitled "Philip Nolan's Friends, or Show your Passports." Surely everyone who read "The man without a country," will desire to learn something about Philip Nolan's Friends.

ST. NICHOLAS—UNEQUALED as a magazine for boys and girls. Published by Scribner & Co., New York.

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## LOCAL.

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APPLETON'S AMERICAN CYCLOPEDIA.—This is, without question, the most complete Cyclopædia published in this country. It is a library within itself. The publishers have spared neither pains nor expense to make it exhaustive and accurate. It is issued bimonthly, complete in 16 volumes. The twelfth volume, extending into the P's, is just out. The price varies, according to the binding, from \$5 to \$10. R. Hathaway, of Addison, Michigan, is agent.

MOUNT UNION COLLEGE, OHIO.—The following was adopted at the recent annual meeting of Trustees: "*Resolved*, That we increase college property to over a million dollars, by securing five hundred and fifty thousand dollars as the American Centennial Offerings." The late Chief Justice Chase, as Trustee, touched the key-note: "Mount Union, being among the best Colleges in the land, should the most freely and widely extend its superior advantages equally to our country's worthy poor or self-dependent." The last College year shows remarkable progress. O. N. Hartshorn is President.

WHO HAS IT?—D. E. Hunter wants very much the Old Minute Book of the State Teachers' Association. He needs it very much.

THE new Straight-wood Desk advertised in the Journal deserves a careful examination. It is strong, simple, convenient, cheap. See advertisement.

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## TABLE OF CONTENTS.

---

	PAGE.
Drawing.....	511
Kindergarten Toys and how to use them.....	515
Importance of Normal schools.....	520
Impartiality.....	521
Language.....	522
The Teacher.....	524
The Origin and Idea of the School—How to realize the Idea.....	529
Geography.....	530
Reference Libraries.....	532
<b>OFFICIAL—</b>	
Centennial Notes.....	534
Centennial Finance Circular.....	535
<b>EDITORIAL—</b>	
Grammar.....	536
One way to teach Physiology.....	537
Arithmetic.....	539
Loud Teachers.....	540
The Centennial.....	541
Lecture Course.....	542
Kindergartens.....	542
State Teachers' Association.....	543
<b>MISCELLANY—</b>	
Questions for the examination of teachers.....	544
The Hoosac Tunnel.....	546
A practical spelling and definition lesson.....	546
Programme for township Institutes.....	547
Rose Polytechnic Institute.....	547
Programme for State Teachers' Association.....	548
Personal.....	550
Institutes.....	551
Book-table.....	555
Local.....	559

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We call special attention to the advertisements this month. They represent most of the leading school book and school furnishing houses in the country. See the new ones especially.


# INDIANA SCHOOL JOURNAL

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## PRIMARY TEACHING.

HAT primary teaching is of the utmost importance, is a fact pretty generally admitted; and that it is much easier to give a right impulse in the first place than it is to correct wrong impressions, or eradicate false ideas, no one can doubt. As, however, education begins in the cradle, the teacher often finds that the young twig he is expected to properly train has already, before being placed under his control, been considerably bent in the wrong direction. Nevertheless, the first two or three years at school have a powerful influence upon the after training of every child.

It is during these first years that the pupil learns to love school or to hate it; to take pleasure in study or to despise it altogether. A new world is before him the morning he enters school. With delighted wonder he soon discovers that the words he learns are just the same in the books his mother reads. If a right impulse be given, his confidence in his teacher is unbounded, and gives him faith in all possibilities.

"I guess my *teacher* knows!" is the indignant assertion with which he repels any insinuation as to her fallibility. In his eyes how condescending she is to deign to thank him for an apple, or to appear pleased with the few simple flowers he places upon her desk. How hard he labors for the privilege of helping her in any way, and how strange that she should care whether or *not* he succeeds in doing well! If his after years are to be a success,



his first teacher should, in his eyes, at least, be a person wise, kind, beautiful and superior in most respects to everybody else.

The primary teacher wields a mighty influence, too often unappreciated by others or misunderstood by herself. That one who is able to teach at all is capable of training these little ones is a great mistake, and fearful are the consequences. In order to be successful she *must* have the substantial foundation of common sense. She should be tender-hearted, sympathetic, firm and earnest, with a faithful memory and good education.

Those who have wrestled with errors implanted in the minds of their pupils by previous incompetent teachers, know how important it is that children have a fair start; and will understand in how great a degree this depends upon the first year's teaching. Whatever other accomplishments may be possessed, if the teacher has not good, sound common sense, there will be woeful failures here. This gift, and this *alone*, enables her to adapt herself to circumstances, allowing her to observe the numberless shades and grades of difference in the mental calibre of the children under her tuition. Common sense tells where to draw out and where to keep back; how to awaken the sluggish interest of one and repress the undue vitality of another; and, without extinguishing enthusiasm, teaches how to redirect it when misplaced. The teacher must depend upon her common sense to make her *just* in her judgments; for since we weigh and measure so much the intellectual and moral capacities of our pupils, we should make due allowance for tare and tret.

A tender heart and ready sympathy place the teacher on common ground with her pupils, enabling her to comprehend their difficulties, and when children understand that their teacher really loves them, and withholds aid sometimes simply for their own good, they seldom refuse to yield a glad, unquestioning obedience. A little necessary severity, now and then, will be much more effectual if the subject of it have had abundant proof of the teacher's interest in his welfare. And children are very quick to discern whether a professed interest arises from a regard for them as individuals, or simply as pupils in general. A word or smile away from the school premises have a powerful influence in the easy management of a school.

A ready sympathy causes the teacher to observe whether some physical discomfort be not making her pupils restless or listless,

as the case may be. Children are often accounted stupid simply because they are too warm or too cold, or are seated so that their feet do not touch the floor. The troubles of the play ground lose their gigantic proportions after being poured into the teacher's ear, especially if she exert herself to prevent their recurrence. "But," say some, "I do not love all my pupils, and shall I act the hypocrite by *pretending* that I do?" Certainly not. Better is it to repress all show of love where it is felt, and dispense only a cold, even-handed justice. The love ought to be there for all alike, and a teacher may overcome any aversion she may feel, and be so far Christ-like as to love the actor while she abhors the act. The wrong-doer should, if possible, be made to feel that his punishment is well merited, that it is administered not in anger, or for revenge, but for his own good and the good of the school.

A faithful memory is a great aid in the proper training of children. Remembering the pitfalls and stumbling-blocks which awaited our own unpracticed feet, we are better able to warn others of them, or to remove them entirely from their paths. Pupils have more than once been ignorantly rebuked simply because they had a spirit of discovery and were investigating matters for themselves. The teacher had forgotten having had a similar disposition when a child, and so accounted it all willful disobedience.

I well remember standing at my teacher's knee, pronouncing words of one syllable from a primer which he held for me, pointing to each word with his pen-knife. How he could tell what the words were with the book upside down to him, was to me a marvel. In truth, I did not believe he could tell; and to test the soundness of my unbelief, I purposely miscalled a word. A smart box upon the ear satisfied me that he knew, but *how* he knew was still a mystery. After taking my seat, I innocently tried to read my lesson with book inverted, thinking it the more scholarly way, when I was discovered and punished again. To this day it is impossible to dissociate the memory of that man from cruelty and injustice.

Much *seeming* perversity and apparent disobedience should not be so considered; especially should it not be punished. More dispositions are warped and distorted by undue and unjust severity than are injured by laxity of rule.

In the enumeration of qualifications for the primary teacher, a book education was placed last, as of least importance. Nevertheless, it is important. "What we learn in childhood we do not easily forget," is a saying wise as well as old. Wrong pronunciations and false inflections acquired then are particularly hard to eradicate. Sometimes it seems quite impossible to unlearn or unteach them. Yet it is far better that a child learn to say *gräss* or *daug* than that he acquire a dishonest or superficial habit. And right here may I be allowed to urge upon young teachers generally and primary teachers particularly, the great importance of truthful habits among their pupils. It is almost incredible how skilled little children, sometimes seven or eight years of age, sometimes younger, will become in deception. Faithful, conscientious teachers are sometimes deceived for weeks, though watchful all the while, perhaps, by some quick, bright child, abundantly capable of all that was required of him. Pupils often work twice as hard to steal an answer, as they would be obliged to do to obtain it in the legitimate way. This is the place for a little *moral* training. This is a point where any lapse from duty should be strictly and sternly guarded against. It is dangerous and delicate ground, and great caution is necessary lest a child be wrongfully accused. Appearances often deceive, and it is certainly better that many guilty go unpunished than that one innocent be made to suffer. But when a teacher is *sure* her judgment is just, she should not refrain from plain speaking. Unless pupils can be aroused to a sense of the terrible evil and danger of such a course, there is little hope for their future.

INDIANAPOLIS.

L. R. P.

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THE return of the Antarctic Expedition of Captain Dallmann, sent out in 1873 by the Arctic Society of Hamburg, has increased our knowledge of the Southern seas. Graham Land, which on all the maps is represented as having a continuous coast line, Dallmann finds to be broken and deeply indented. At one point he finds a strait from fifteen to eighteen nautical miles wide, and an archipelago of islands of about sixty nautical miles in extent. Two other deep bays and many islands have been discovered and named.

## KINDERGARTEN TOYS AND HOW TO USE THEM.

BY HEINRICH HOFFMAN.

## SECOND GIFT.

THIS consists of a wooden ball, a cylinder, and a cube, with holes and eyelets in each; also some strings and a stick. Thorough acquaintance with the properties, peculiarities and relations to each other, of the ball, the cylinder and the cube, by a series of practical illustrations, is the main object of this collection. Now the soft colored ball, harmless to the child, and involving no danger to surrounding objects, is substituted by one which conveys to the child's mind more clearly the idea of smoothness, weight, hardness and sound.

The following lessons and exercises throughout this treatise comprise the entire range of infant life, from babyhood to the age of six or seven. It must be left to the judgment of mothers and teachers to select, adapt, and alter, for each individual age and capacity, what they think best.

In order to fully understand any object, compare it with the opposite of its own kind; thus the ball and the cube are opposites, the minute comparison of which will illustrate the peculiar qualities of each, far better than the examination of one alone can. Between the two, the cylinder stands as medium, combining in itself the roundness of the ball, and the edges and surfaces of the cube. If we fancy the edges removed, the ball is reproduced; if the roundness be squared and leveled, the cube will be seen.

Draw comparison, 1st, between the soft and the wooden ball; 2d, between the ball and the cylinder. How can you place several cylinders on one another? Try to do the same with the balls. Roll the cylinder, roll the ball. What difference is there in their progressive motions? Can you roll the cylinder on the ends? Put the cylinder upright on a piece of paper—run a pencil round the edge—try the same with a ball. How can you pile ball, cylinder and cube on one another? Try it another way. Is there a third? Explain the use of the cylinder in the garden, the kitchen, the street, the mangle, in machinery in general; of the

ball in its various materials and adaptations. How many surfaces has the ball, how many the cylinder.

Most of the games, as described in the first Gift, can be repeated with the wooden ball, only let it be understood that, for the purpose of throwing, the soft ball only is to be used. An excellent exercise in developing a sense for rhythm and music is afforded by the wooden ball. A child marks the fall of the long syllables, in the singing or reciting of verses, by gently knocking the ball against a hard substance. Whilst, for instance, the children drop the ball from one hand into the other, one child marks the time—

Dew-drops from the leaflets fall,  
From my hand the little ball.

What can the ball do? It can lie quiet, can roll, fall, jump, swing, give a knock, rise, spin round, come and go; and, on a string, it can swing, dance about, describe a circle on the floor, whirl round, imitate the pendulum of a clock. show the perpendicular line, etc. In all these exercises, use as many rhythms as you can think of. They assist and exercise memory, give a livelier interest, and draw greater attention to the manipulations; they cultivate a taste for verse and musical rhythm. The following exercises need no further explanations:

Round the edge I run in a plate, right across when on a slate;  
Move your hands and bid me go; strict obedience will I show.  
Let me rest, or run, or roll; make a bell of me to toll;  
Let me swing, or dance, or fall; always I am yours, the ball.

Under all circumstances the ball is the same; not so the cylinder. Put a string through the brass eyelet in the edge, bring both ends together, twirl the double string well, by turning the cylinder round and round. When the string is firm, draw gently the ends apart and unwind it. The cylinder will quickly revolve and will show a totally different body. When the string is nearly unwound, join the ends quickly again, and the revolving force of the cylinder will retwirl it, so that this play may be continued for any length of time. The same experience will be made when the string is applied to either of the two remaining eyelets; so that the cylinder, in its rapid revolutions, will show three different forms, all more or less illustrating its relations to the ball.

The child is born a poet, and his little world is a paradise of

poetry and imagination. He embodies in imagination, with life and beauty and graceful art, the simplest and rudest forms, just as some nations, like the ancient Egyptians and Persians, used to do in their infancy. The ball, or cube, or cylinder, on a string, will be to him a better representation of a cow, a dog, a sheep, and of a hundred other things, than the most elaborate wood carvings in a toy-store, because they are the creations of his own genius or imagination.

The form of the cylinder will call in mind many objects which resemble it: a pile of coins, a cucumber, a sausage, etc.

Examine the surfaces of the cube. Compare them with the surfaces of familiar objects in the room—the table, the door, the slate, the window-pane, etc. Notice the impression of the surfaces on the sense of touch—smooth, leveling; in opposition to that of the edges—sharp, cutting; and of the corners—pointed, piercing. What lines, and how many of each description border the surface? Illustrate the horizontal and the perpendicular line by numerous lines in the room. Explain and exemplify the right angle. Let the children find other lines in the room, in the corners of the window-panes, and elsewhere. Express their positions by words: at the top, to the right, left; at the bottom, to the right, left. Compare the surface of the cube with the curved one of the cylinder. How many surfaces has the cube? Holding it up, let their places be defined by top, bottom, front, back, right and left side. Compare it with the room and point out the same six surfaces. Then expose to view one surface only; then two, by turning an edge; then three, by turning a corner towards them. Can you see more than three surfaces at once? How many edges and corners do you see when you see one, two, three surfaces? How many edges has the cube? How many of them are horizontal? How many corners are there? How many right angles? The cube will rest on any of the surfaces. Can you place it on an edge? Is it really impossible? Can it stand on a corner? The surfaces are called squares because their sides are of equal length, and their angles of equal size. Explain the difference between corner and angle. When this is well understood, apply the stick to the perforated cube. First, put it through the hole, from corner to corner, and twirl it round between the fingers; 2d, through the hole from side to side, when

the swift revolving will show the cylinder; and, 3d, through the hole from edge to edge, when the reverse form of the first will appear. The same object may be attained by applying a string to the brass eyelets. That many interesting and easy lessons in arithmetic can be added, needs no more than a mere hint.

(To be Continued.)

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## CONCERNING THE HAWAIIANS—II.

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JOS. MOORE.

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I HAVE already said that the language of the Hawaiians (Sandwich Islanders) is restricted to their own little kingdom. It is, however, much more nearly related to those of Polynesia than to languages of our American Indians or to our own. A Hawaiian will also learn to converse with a Chinaman in much less time than with an Englishman or a Frenchman. All the sounds of the original Hawaiian can be expressed by twelve or thirteen of our letters. I say *original*, because the language has been somewhat modified by translating it into English and making it a written language, which it never was till since the beginning of missionary work among them in 1820. You might suppose if but twelve letters were used, that these would be put to their utmost capacity; but not so. Of the dozen, five are vowels and seven are consonants, viz: *a e i o u h k l m n p w*. With these five vowels *we* express fourteen or fifteen sounds, while in Hawaiian they have but one sound each. This makes it very easy to learn to pronounce the words, since when you come to a vowel there is no debating what sound to give it. *A* is sounded as in *far*, *e* as in *they*, *i* as in *marine*, *o* as in *roll*, and *u* as in *rule* but never as in *tube*. Where two vowels are together, they are always sounded separately; in other words, they pertain to two syllables. No word or syllable ever ends with a consonant. The word Hawaiian (ending with a consonant) is not a Hawaiian word, but an English word derived from the noun Hawaii (hah-wah-ee). There is not an instance in the language of two consonants occurring together.

Some, at first, seemingly unpronounceable names, by observing

the above simple rules, easily become euphonious. Oahu, the most populous island, is pronounced O-ah-hoo. Honolulu, the capital, Ho-no-loo-loo. Haleakala, a majestic old dome ten thousand feet high, with an extinct crater in the summit near half a mile in depth and plenty large enough to hold New York city, has the becoming sound, Hah-lay-ah-kah-lah, with primary accent on last syllable, and secondary on the first.

But why, when they say hah-lay-ah-kah-lah, they don't say kah-may-hah-may-hah (say it rapidly), they did not explain. Kamehamiha, the name of the old line of kings, has the accent on the last syllable but one, thus: Kah-may-hay-may-hah. Hilo (hee-low), a beautiful village on the windward side of Hawaii, Maui (Mau-ee), another of the islands, Wailioku (Wah-ee-loo-koo), one of the most beautiful valleys in the world, are sufficient examples in pronunciation to enable the student of geography, with the aid of facts before stated, to sound properly any name in the language. As you pass the streets where a group is earnestly conversing, or listen at evening as a boat crosses the bay, or hear the natives sing, their words seem little else than a string of vowels blended with plenty of h's and k's, and it is often a puzzle, even to such foreigners as have learned the language, how they can understand each other. They are remarkable for gesture, in which they are, in general, both graceful and impressive. Some words are indicated by a motion of the facial muscles; no, for instance, is spoken by a sudden twitch of the nose. Possibly if that method were adopted in English, it would sometimes be easier to say *no*. But few of the natives can speak English. Their first teachers came to their own language in order to find access to them, and the custom has been pursued ever since. It is true there are English schools not only for the English speaking people but for the natives, and nearly all the old chiefs and their families learned to read and speak our language, and there are now a few hundred pupils in the kingdom learning our language. Many of them will, however, in a great measure, lose what they acquire by mingling chiefly with those who can speak only Hawaiian. Their language abounds in words and phrases expressive of every shade and kind of vice, but was originally almost incapable of conveying an idea of virtue, purity, goodness or gratitude. What a work it was to teach a people that of which they knew nothing, and for which they had no language.



## TEACHER'S DAILY PREPARATION.

P

ALFRED KUMMER.

AT a certain teachers' institute, the remark was made that "to eat a hearty breakfast is a necessary daily preparation;" while, on the other hand, it was remarked that "teachers, as a general rule, eat too much, and thus disqualify themselves for their work."

Be this as it may, a great truth is strongly hinted at by these laconic remarks; namely, that the teacher needs physical preparation of some kind for his work. This is argued by the fact of his continual confinement, the purely intellectual nature of his occupation, and the intimate relation and sympathy existing between the body and the mind.

The body is to the mind what the soil is to the plant, its health and vigor; or, changing the figure, the body is the ground-work, the first block of granite upon which the intellectual structure rests, if it *rest* at all.

If you kill the body by inactivity, if you clog its machinery with food, if you poison it with tobacco, if you defile it by sin, or if you burn it out by passion, you not only destroy the most delicate and wondrous piece of machinery of the divine Architect, but you become guilty of the grossest inhumanity to yourself, and the most violent injustice to the pupils whose training is entrusted to your care.

Brain without muscle is like unchained lightning, fitful and wild; it may sparkle for a while, but its fire will be self-consuming, its light glimmering and uncertain, its powers warped and unmanageable; but if the brain be connected with a body whose every pulse is a throb of health, all of whose wants are carefully supplied, and whose delicate machinery is kept in motion with as little friction as possible, there will be not only power, but such accuracy, self-reliance, energy and vivacity as are never found in an unsound, diseased body. Even the natural powers of mind that we may possess will lose no inconsiderable portion of their vigor if the temple of the body, their abode, be unhealthful.

It is said of Robert Pollok, a prince of Scottish bards, that he was gifted with an intellect that had in it much of Cowper's sweet-

ness and of Milton's grandeur; but when, in the twenty-eighth year of his age he had completed his inimitable "Course of Time," he had also exhausted his vital energies, and his body sank into the grave in the same year in which his immortal work was given to the world. The poet not unaptly sings:

"Unconquered powers the immortal mind displayed,  
But, worn with anxious thought, the frame decayed;  
Pale, o'er his lamp and in his cell retired,  
The martyr student faded, and expired."

There are, undoubtedly, teachers who, like the author of that sweetest of Scottish productions, sacrifice their lives on altars as pure as that on which he laid his devoted life, and we have respect and sympathy for such persons. But by far the greater number of physical wrecks are the result, not of over study and hours spent o'er "midnight oil," but of other and far less excusable violations of physiological laws. It is these violations of the well-defined laws of our body that make the trembling hand, the dizzy brain, and which produce that tired condition of the entire frame, which binds the teacher to his chair, makes his explanations (if, indeed, he give any) dry and uninteresting. We must conform our lives to the great laws of health, if we would have that physical vivacity upon which our success as teachers so largely depends. The successful teacher requires powers of mind that cannot perform their functions in a body held together by nothing but plasters and bandages. We do not mean to say that the teacher must possess the arms of a blacksmith or the legs of a dancer, as unusual muscular development is not necessary nor even especially beneficial to health; but we do mean to say that the amount of his physical force should be in proportion to the great amount of labor he is constantly called upon to perform. Every teacher is conversant enough with the laws of hygiene to know what steps must be taken to secure that amount of physical vigor which we thus lay down as the basis of his success, and it is, therefore, not necessary to give directions here. We may say, however, that it is the imperative duty of every teacher to take *daily* exercise in the open air, to follow vigorously and systematically a course in light gymnastics, to cultivate cheerfulness of disposition, and, last but not least, to practice *daily* the beautiful and soul-cheering art of vocal music.

Physical preparation is, then, a duty which no conscientious

teacher will disregard, and which is closely related as well to our happiness as to our success in the school room.

But what intellectual preparation must the teacher make?

In these times, and especially in this country, more is required of the teacher than of any other professional man; more in quality, but especially more in quantity. He must be scientific, classical, literary, musical, eloquent, well dressed, polished in manners, thoroughly conversant with the rules of etiquette, familiar with the laws of society and nations, must be, in short, a living, ever-growing, unabridged encyclopedia of learning, to which every one may come for information upon any topic whatever, perfectly confident that the desired information will be, at once, forthcoming. That this is the view which society takes of the teacher, and that it is an unjust view, are alike beyond the necessity of proof. That society is inconsistent, is clearly shown in the salary of a majority of teachers; for, that which one should receive for dressing well, and making himself generally agreeable, becomes the price for all those other accomplishments and attainments which the applicant is expected to possess. Society requires too much. Time for preparation is short, and the human mind, after all, is weak. For, whatever arguments may be advanced to substantiate the theory of that omnipotence of the human intellect with which some vest it, the biographies of men teach conclusively, that genius, especially that universality of genius which gives its possessor the power to absorb, without effort upon his part, every kind of knowledge, as a sponge absorbs water, is possessed by few. If the teacher, then, relies upon genius, or proceeds upon the supposition that his mental powers are so great, or his experience so extensive, that intellectual preparation has become unnecessary, he proceeds upon a money hypothesis, and the result must be erroneous and unsatisfactory. However simple the lesson to be taught, however familiar experience may have made it, still it is a part of the teacher's daily work to re-examine it, and, if possible, to bring some new light to bear upon it, thus making it not only more intelligible, but more interesting and charming to his pupils.

That it is a part of the teacher's daily work to acquire learning, I deem indisputable; learning alone inspires that confidence and respect in pupils which gives authority and dignity to the

instructor. Perhaps, it is impossible that the learning of all teachers should be very extensive; and yet, if such daily preparation were made of every lesson taught as would make the teacher perfect master of it, and if this course were persistently followed, day after day and year after year, the circle of his knowledge would, necessarily, rapidly extend; every day he would enter upon his work, not only with increased information, but, which is still more important, with those increased mental powers which would enable him to grapple more successfully with the deeper matters of learning that so frequently thrust themselves upon the teacher's attention. Again, every teacher, besides the work of the daily preparation of his lessons, should pursue systematically some carefully arranged course of study; if this were done, say for ten or fifteen years, what intellectual growth, what dignity, what love of the profession, nay, what professional enthusiasm there would be! And, in this time, what arts, languages and science might be acquired! But it is a most lamentable fact that, instead of all this, the majority of teachers are not the earnest students they ought to be; they may, indeed, make some daily preparation of their lessons, but they do it in such a careless, cursory manner that no additions are made to their mental capital, and often "confusion is only worse confounded." I insist, then, that it is the duty of every teacher to study the lessons of *each day* more closely and more fully than any member of his school studies them, and the teacher who is unwilling to do this, or who finds no *real pleasure* in doing it, has outlived his usefulness as a teacher, and should at once resign.

(*To be continued.*)

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THERE is a pleasant sea-side home for children at Bath, Staten Island. It is dedicated to the sick and feeble children of poverty, of whom there are many thousands in this vast city. About 700 have already been entertained here, for several days at a time, during the month of July. To them it is a Paradise, and no one can tell the amount of good growing out of so simple and inexpensive a charity.

## STUDY AT HOME.

A plan for a post graduate course *at home* has lately been projected and put into successful operation. Three years ago some ladies and gentlemen organized the "Society to Encourage Studies at Home. The working plan of the society is extremely simple. The managers, who are also the instructors, consist of ten ladies of unusual intelligence and culture, and one gentleman of high scholarship; the duties of secretary and treasurer are filled by one lady. Persons wishing to join the society must be not less than seventeen years of age, and must agree to study; the fee is two dollars per year, which goes to the printing and postage fund. Each new member receives from the secretary a programme of the studies advised by the managing committee, selects any branch or branches, reports such selection to the secretary, is directed as to the course and books prescribed for such study, and is informed to which of the managers to apply for instructions, and to report progress. The manager who thus becomes a tutor receives, personally or by mail, reports and questions, and in return makes such replies and suggestions as would naturally be expected from any director of studies. At a yearly meeting (and the only one) of the Society, as full an attendance as possible is desired, the results of the Society's labor's during the year are reported, and certificates and diplomas are awarded. This Society has been in successful operation for three years. It was formed for the benefit of young ladies only, but there is no feature of its plan that would not be equally practicable with classes of adults of either or both sexes. There is not, east of the Rocky Mountains, a single section of country as large as that over which the members of this Boston society are scattered, in which there are not hundreds of men and women who would gladly avail themselves of a similar course of study, or in which a competent board of managers could not be found. Whether a board could, like that in Boston, be formed by the action of the managers themselves, and without any requirement for compensation, can only be ascertained by people who are competent and willing to organize such a society, but there can be no doubt that a modest outlay would secure the proper body of instructors or directors. The amount of time which a member may be able to

devote to study will necessarily regulate the number of branches he can pursue, but no one who has *any* spare hours need be debarred from membership in such a society.

With the realization that, no matter how small the daily opportunity may be, study may continue as long as life lasts, many men and women will be impelled to make complete and harmonious the fragments of information which they now retain in forms utterly unavailable; they will also, when this is done, have such encouragement to further study as they were never inspired with while at school.—*Christian Union*.

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### ECHOES IN THE AIR.

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**I**N a series of experiments made to determine the distance to which air would convey the sounds produced by trumpets, whistles and guns, Professor Tyndall found that the power of conveyance of the air varied greatly with its condition. On a clear day, for example, the sounds could only be heard to about one-third the distance they readily penetrated on a foggy day. In discussing the cause of this phenomenon the Professor says: Humboldt, in his observations at the Falls of Orinoco, is known to have applied the following principles: He found the noise of the Falls three times louder by night than by day. The plain between him and the Falls consisted of spaces of grass and rock intermingled. In the heat of the day the temperature of the rock was thirty degrees higher than that of the grass. Over every heated rock a column of air rarefied by the heat arose, and he ascribed the deadening of the sound to the reflections which it endured at the limiting surfaces at the rarer and denser air.

But what, asks Professor Tyndall, could on July 3d, over a calm sea, where neither rocks nor grass existed, so destroy the homogeneity of the atmosphere as to enable it to quench, in so short a distance, the great body of sound with which we were experimenting? As I stood upon the deck of the *Irene*, pondering this question, I became conscious of the exceeding power of the sun beating against my back and heating the objects near me. Beams of equal power were falling on the sea, and must have

produced copious evaporation. That the vapor generated should so rise and mingle with the air as to form an absolutely homogeneous mixture, I considered in the highest degree improbable. It would be sure, I thought, to streak and mottle the atmosphere with spaces, in which the air would be in different degrees saturated, or it might be displaced by the vapor. At the limiting surfaces of these spaces or invisible clouds we should have the conditions necessary for the production of partial echoes, and the consequent waste of sound. But granting this, it is incredible that so great a body of sound could utterly disappear in so short a distance without rendering an account of itself. Suppose, then, instead of placing ourselves behind such an acoustic cloud, we were to place ourselves in front of it, might we not, in accordance with the law of conversation, expect to receive by inflection the sound which had failed to reach us by transmission? The case would be strictly analogous to the reflection of light from an ordinary cloud to an observer placed between it and the sun.

Putting this idea to the test of experiment, we took a position in which the body of air which had already shown such extraordinary power to intercept sound was placed in front of us. On it the sonorous waves impinged and from it they were sent back to us with astonishing intensity. The instruments hidden from view, were on the summit of a cliff 235 feet above us; the sea was smooth and clear of ships; the atmosphere was without a cloud, and there was no object which could produce the observed effect. From the perfect transparent air the echoes came, at first with a strength apparently but little less than that of the direct sound, and then dying gradually and continuously away. The remark of my companion, Mr. Edwards, was: "Beyond saying that the echoes seemed to come from the expanse of ocean, it did not appear possible to indicate any more definite point of reflection." Indeed, no such point was discoverable; the echoes reached us as if by magic from invisible walls. Arago's notion that clouds are necessary to produce atmospheric echoes is, therefore, untenable. \*

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YALE COLLEGE is one hundred and seventy-five years old, and during that time has had ten presidents. Dr. Woolsey occupied the president's chair for a quarter of a century.

## PHYSIOLOGY IN THE HIGHER SCHOOLS.



HERBERT E. COPELAND.

*Wisconsin State Normal School, at Whitewater.\**

THREE ways of teaching Physiology are followed in the lower schools. The first, and by far the most general way, is to teach it as the old studies are taught; the scholar learning daily so many pages of a text-book, and reciting them to a teacher who knows nothing of the subject. This method has all the wisdom of those who ride in close and crowded cars to the summit of a mountain, expecting when there to see the reported beauties, not through their own sleepy and dusty eyes, but as he sees them who has climbed steadily day by day, dwelling by forest and lake and stream, until from the heights won by patient labor he looks upon all around and beneath him as in the faces of friends.

In the second method I include all the efforts of earnest teachers who know the value of the study as a branch of education, but, from lack of successful training themselves, do not appreciate its value as a means of education. They have found that cleanly habits, fresh air and sunshine, with frequent intervals of rest and play, do away with much of the discontent and headache usually found in school rooms. Therefore, they teach hygiene before physiology, instead of after it. They would teach the care of an intricate machine to one who knew neither its structure nor use. The pupils have faith in the instruction in ratio to their faith in the teacher, and thus the educational value of the science is lost. The appeal should be to nature, not to the teacher. The number of facts that can be given in a brief course of instruction is limited and may have little weight. Much may be done in the shortest term in training the pupils how to collect and interpret facts.

The third method has its value in that it trains the student to educate himself, and in not striving to "give" him an education. Since I have much faith in this method, I cannot do more to se-

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\* Prof. Copeland is now teacher of natural science in the Indianapolis high school.



cure for it a favorable examination than to tell what some of us have already done with it.

I learned, last summer, from Professor Scott, of the Massachusetts State Normal School at Westfield, that he was working with his class in physiology without text books or lectures. He used, as I recollect, a skeleton, the digestive organs, the heart, liver and lungs of a man—alcoholic specimens that he had fortunately obtained—and supplemented their use with class dissections of cats, dogs, and other familiar animals. Of the character and broad range of this supplementary work the following example will be sufficient. Twenty days before the class would reach the subject of reproduction and embryological development, arrangements were made with a poultry breeder to place under a setting hen one egg each day until the first should hatch. When the class were ready for their part of the work there was placed before them, in cups, a series of specimens, showing the daily growth of the chicken from a freshly laid egg to the bird just hatched.

With this kind of work on things, not names, he felt confident that success was following his efforts.

As the method only calls for an earnest belief in its power, and an unflinching determination and effort to direct the pupils to the source of knowledge, and to contend, as far as possible, against all attempts to pass along second-hand information, that probably was borrowed from some one who stole it to make a text-book, it is evident that each teacher must adapt it to his circumstances.

My classes learn as much of bones and muscles as they learn at all, from a skeleton and the muscles of oxen and cats. Then, in a room furnished at small cost with tables, chairs and shallow tin basins, the students providing themselves with knives and towels, they begin the real work of the term.

They each dissect a frog or toad, and a mouse for the digestive organs. Careful drawings are made of each dissection, and they are compared. A free discussion soon puts them in possession of such facts in regard to the same organs in man, as they need for a clear understanding of the functions of the organs. Types of food are studied, and such rules of health compiled by the class as all are willing to follow. Hearts of cattle, sheep and chickens are next dissected. Drawings, comparisons and discus-

sions follow. A frog's foot, under the microscope, strengthens the belief in circulation. The corpuscles are noticed at the same time, and each one, before the next day, has watched the coagulation of blood. Differences between veins and arteries are easily seen. The lungs of the frog are compared with the lungs of the ox, and the class are beginning to understand, or to wish to understand, their function. Air having been analyzed before inspiration and as expired, and the effects of carbonic acid gas shown on some animal, the way is open for an intelligent discussion of ventilation and kindred topics, including the treatment of ordinary accidents. The liver, kidneys, etc., of the cat are studied in a similar manner.

The repugnance felt by many to handling specimens will long before this time have disappeared, and all willingly take the heads of frogs, that were placed in alcohol when dissecting these animals, and begin work on the brain. Some members of the class will by preference, for they begin to understand the value of comparison in their work, dissect turtles, snakes and salamanders. When drawings of the brain have been made, each student puts a copy of his work on the blackboard, and all take note of differences. Other dissections are made until all agree as to the correctness of a drawing. Then, and not till then, names are given to parts before only numbered.

At this point in the course I find it necessary, against my belief, to tell the pupils some things that do not follow spontaneously from their work. For after they have seen how the simple brains they have studied are the types of the distorted brains of the highest animals, it is impossible as yet to give them such knowledge of the nervous system as will enable them to understand and appreciate the discussions of psychological questions, that relate to pedagogics and educational methods, without resorting to lectures. That they should understand the necessity for methods of mental training, based on physiological laws, I hold to be a fact as true, at least, as that they should spend weeks in committing to memory the names of the dead and wounded among the Dolopotamians during the invasion of Timburius; or months in carefully fixing in mind the locations of the African villages on the river Chingoboro; or years in trying to conjugate an English verb.

Moreover, if I have been a faithful guide, the students now understand the difference between what they may know and what they may believe, even from the most trusted teacher.

The special senses are studied from specimens and plaster models that may now be cheaply bought. In this way not only have the pupils been learning physiology, but they have been learning how to study. They have received their knowledge at first hand.

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### THE SOURCE OF THE NILE.

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Stanley, the American explorer, has lately discovered that Lake Victoria, in Africa, is larger than Lake Superior, and consequently the largest body of fresh water in the world. He also *thinks* he has discovered the source of the Nile. The Indianapolis Journal summarizes the latest report as follows:

"It is now generally conceded by the closest students of African geography that, in all probability, Stanley, the American explorer, has discovered the true source of the Nile. The substance of Livingstone's discoveries in this regard was that the Nile flows out of Albert Nyanza (Lake Albert), which is itself fed by the much larger Victoria Nyanza. But where this great body of water came from, or what was its chief source of supply, Livingstone could not determine. He also made the mistake of supposing that the Victoria Nyanza was a series of lakes, while Stanley has proven, by a voyage of circumnavigation, that it is a single lake. More than this, he has shown that its chief tributary is the river Shimeeyu, which flows from a southeastward direction through a swampy region, which forms its chief source of supply. Stanley estimates the length of this river at three hundred and fifty miles. He marched along its entire course, fixed the point of its junction with the lake, and, by circumnavigating the latter, proved that the Shimeeyu is its largest tributary. As the Nile flows out of Albert Nyanza, which is fed by Victoria Nyanza, of which, in turn, the Shimeeyu is the main feeder, the latter may fairly be regarded as the true source of the Nile, and its fountain head as the fountain head of that great river. Stan-

ley has also shown himself one of the most intrepid and sagacious of modern explorers, and in discovering the extreme source of the Nile he has solved a problem which has puzzled the scientific world from the earliest historic period. Practically, the solution of the mystery may be of little value, but it has been the subject of so much conjecture, and the various attempts to solve it have cost so many precious lives, that Americans may well feel proud that the prize has at last been carried off by an American citizen."

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WHAT PARENTS WANT OF SCHOOLS.—One of our most distinguished teachers says, that, in the case of two thousand or more boys who have passed under his care, no parent has ever forgiven him if he said to him, "Your boy is not quick or bright; but he is thoroughly pure and true and good." They did not forgive him for saying so, because they took it for granted that the goodness could be attained in any odd hour or so; but the brightness or quickness seemed of much larger importance. On the other hand, if the teacher had said, "Your boy learns every lesson, and recites it well; he is at the head of his class, and will take any place he chooses in any school," nine parents, he says, out of ten are satisfied, though he should have to add, "I wish I were as sure that he was honest, pure and unselfish. But in truth the other boys do not like him, and I am afraid there is something wrong." To that warning, he says, people reply, "Ah, well, I was a little wild myself when I was a boy. That will all come right in time." "Will come right," as if that were the one line of life which took care of itself, which needed no training; the truth being, that this is the only thing which does *not* come right in time. It is the one thing which requires eternity for its correction, if the work of time have not been eagerly and carefully, and with prayer, wrought through.—E. E. HALE.

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GARIBALDI, although he has ostensibly accepted it, has never drawn a dollar of the pension of \$20,000 a year recently given him by the Italian government, and it is said to be doubtful whether he ever will.

## OFFICIAL DEPARTMENT.

*COMPARATIVE Statement of Summaris of Statistics from County Superintendents' Reports for Sept. 1, 1874, and Sept. 1, 1875.*

YEAR.	1874.	1875.
Total Enumeration.....	654,797	667,711
Total number of pupils admitted into the schools.....	489,044	502,362
Average daily attendance of all children in the schools.....	298,966	300,758
Number of districts in which schools were taught.....	9,105	9,130
Number of districts in which no schools were taught.....	53	52
Total number of districts.....	9,158	9,182
Number of colored schools taught.....	96	132
Number of district graded schools.....	161	290
Number of township graded schools.....	110	106
Average length of school year in days.....	118	120
Number of white teachers employed.....		18,047
Number of colored teachers employed....		86
Total number of teachers employed.....	12,655	18,133
AVERAGE COMPENSATION OF TEACHERS.		
In townships—Males.....		\$2 08
“ Females.....		1 80
In towns—Males.....		3 24
“ Females.....		2 19
In cities—Males.....		4 50
“ Females.....		2 26
Amount of tuition revenue expended..	\$2,625,323 80	\$2,880,747 05
“ special school revenue expend'd	1,733,890 70	1,699,457 49
Total amount of revenue expended....	\$4,359,214 00	\$4,580,204 54
Number of school houses—Stone.....	82	92
Brick.....	1,117	1,235
Frame.....	7,657	7,753
Log.....	279	227
Total.....	9,129	9,307
Total estimated value of school property...	\$10,813,692 58	\$10,870,387 58
Number of volumes taken out of township and city libraries during year.....	72,802	198,496
Number of school houses erected during year.....	479	382
Value of school houses erected.....	\$775,517 38	\$651,545 14

**STATEMENT Showing the condition of School Funds as shown by Report of 1875.**

**COMMON SCHOOL FUND, 1875.**

1. Non-negotiable bonds.....	\$8,904,788 21
2. Amount held by counties June, 1874.....	2,408,898 04
3. Additions by fines of clerks of courts.....	25,812 58
4. Additions by fines of justices of the peace,	20,520 70
5. Additions from all other sources.....	3,724 68
Total.....	<u>\$6,862,784 16</u>

**CONGRESSIONAL TOWNSHIP FUND, 1875.**

1. Amount in June, 1874.....	\$2,295,778 66
2. Additions from sale of lands.....	34,644 71
3. Value of 11,567 60-100 acres of unsold lands	105,177 25
Total.....	<u>\$2,485,600 62</u>
Total School Fund.....	<u>\$8,798,384 78</u>

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CONCERNING practice in language, Prof. B. G. Northrop says: "Every recitation may be practically a language drill both in terseness and precision. Let every pupil be held accountable for all errors in pronunciation or grammar occurring in the class room, as if they were his own, unless he notices and corrects them; and let him be encouraged to try, when confident that he can give any answer in briefer or better terms than his classmates have done. This method keeps all on the alert, and develops the habit of attention and of criticism. With young children, conversation should be one of the attractions of the school, as it is of the well regulated home. To teach how to talk well should be a constant aim of both home and school training. To attend carefully, to question to the point and respond aptly, disciplines every faculty. Just here is one of the greatest deficiencies of American schools, compared with the best schools of Switzerland, Germany and England. With us nothing of equal importance is so underrated as the culture of the expressive faculties."

## EDITORIAL

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THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. O. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

We are out of March and June numbers of the Journal and will be glad to extend the time one month of any who will return to us either of these numbers, giving name and address. Please send at once.

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## SCHOOL GOVERNMENT.

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The following suggestions\* contain much that will be of practical value to our teachers:

*Characteristics of School Government.*—Growing out of the objects to be subserved in the government of the school, there are certain characteristics belonging to such government which it is important to consider. To secure these objects the government must be:

1st. Exact,—requiring not a half yielding to its demands, but an entire and ready compliance therewith.

2d. Uniform,—making the same demands, and requiring the same obedience, each day.

3d. Firm but kindly,—not yielding to reiterated importunities, nor denying sternly, but refusing finally, and consenting cordially.

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\*Prof. Luce.

4th. Impartial,—requiring the same obedience from all to the same demands.

5th. Just,—looking only to the best interests of the school.

6th. Preventive,—seeking always to deter from, rather than to punish offences.

*Offences*.—The offences of which the government should take cognizance by preventing, when possible, or punishing, when necessary, beginning with the less heinous, are as follows:

1st. Unintentional, accidental, and careless acts.

2d. Deliberate offences. Of these there are several classes, as mischievous acts done for fun, annoyances of other pupils, willful violation of set rules, and annoyances of teacher.

3d. Vicious offences,—such as are committed from obstinacy, spite, or for revenge.

4th. Malicious acts.

Under one of these heads will come every offence that can be committed in the school.

*Preventing Offences*.—It is always better to prevent the occurrence of an offence than to correct it. Among the means to be used for this purpose, are the following:

1st. Employment. A school employed is a school governed. A school interestingly employed is a school pleasantly governed. Employment should be made pleasant, should be such as the pupil can accomplish, and should be so varied in character, that it may be as little wearisome as possible. Hence the proper classification of the school, and the arrangement of the daily work, become elements in the government.

2d. Educating the pupils to self-respect and self-control. A majority of school offences are the outcome of impulse, rather than of intent to offend. The purpose of the government, as regards such offences, should be to prevent the occurrence of them, and, at the same time, to train the pupil to bring his impulses into subordination to his reason and will. Hence uniform, patient and persistent effort should be put forth by the teacher to develop in the pupil such a sense of self-respect, as will lead him to control his impulses, and thus habituate him to self-control.

3d. Trusting pupils. In order to develop self-respect and self-control in pupils, they must feel that they are respected, and must, within proper limits, be left to their own control. Hence they must feel that they are trusted. The feeling that we enjoy the confidence of others, naturally begets in us the desire of becoming worthy of that confidence and this desire becomes for us a rule of action.

4th. Developing public opinion in favor of right action. There is in every school, as in society, a public opinion exerting large influence upon the character of the school. Sometimes such opinion is in favor of wrong doing. When such is the case, the government must be one of force until the teacher can revolutionize public opinion. The leaders of public



opinion in the school—for schools are like society in having such leaders—must first be brought into proper condition.

5th. Parental influence. One of the first duties of the teacher is to bring himself and the parents of his pupils into friendly relations. He will be able to secure their co-operative influence in favor of good order in the school. And pupils feeling that the rule of the teacher meets the approbation of their parents, will rarely put themselves in opposition thereto.

6th. Punishments. Finally, as a means of preventing both the occurrence and the recurrence of offences, punishments of various kinds must sometimes be employed. And the teacher has the right, moral and legal to inflict punishment; but it must be a reasonable one, and one not working harm to the pupil, otherwise the teacher is liable to prosecution. This right to inflict punishment grows out of the relation of the teacher to his pupils; for he stands, in the eye of the law, in the place of the parent while the child is under his charge, so far as its control is concerned. In regard to punishment, several particulars are to be considered:

First, As regards its objects. They are two-fold. First, it looks to the sole good of the pupil in restraining him from the repetition of an offence, and is, hence, reformatory. In case of offence repeated after repeated promises of amendment, because the pupil's impulse is stronger than his will, punishment, with its consequent pain, mental or physical, comes in to reinforce his will by the remembrance of that pain when the impulse again arises, and to lead him to self-control. Second, it looks to the good of the school in deterring others from committing like offences, through fear of like punishments.

Second, As regards kinds of punishment. They should be first suited to the nature of the offence; second, never of such character as to subject the pupil to the ridicule of the school; third, never such as to endanger the physical well being of the child; fourth, such as to commend themselves to the consciences of those receiving, and those witnessing them. They should be private when administered solely for the good of the pupil; public, when for the good of the school. Specifically they may be reprimands, deprivation of privileges, whipping, suspension from recitations, and expulsion from the school. They should never be inflicted in anger, or in a revengeful spirit; and generally, not immediately following the offence. Often a little time for repentance on the part of the pupil, and a little cool reflection on the part of the teacher, will materially modify the punishment, and for the better. In case of rebellion against the teacher's authority, however, the punishment should be quick, sharp, and effectual.

**Maxims:**

1. Have one rule—"do right."
2. Never threaten.
3. When you consent, do so cordially.
4. When you refuse, do so finally.

5. Never punish in anger or revengefully.
6. Never scold, or speak in an elevated key.
7. Govern yourself if you would govern others.
8. Find fault seldom.
9. Commend often.
10. Never give an unnecessary command.
11. Never give a command you do not intend to have obeyed.
12. Be just, kindly courteous, sympathetic, exact and manly in you intercourse with your pupils and their parents.

These principles and maxims observed, the school will be pleasant, the pupils happy, and the government easy." B.

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### VOLUME XX.

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With this number the twentieth volume of the INDIANA SCHOOL JOURNAL is completed. In looking over the volume and comparing it with other similar journals, Indiana teachers have certainly no reason to complain. It gives an average of over 50 pages per month, exclusive of advertising. Not more than two other monthly school magazines have given so much. The quality and variety of matter have been as good as the editor could provide, and have given general satisfaction. If the editor may trust the numerous commendations that reach him from every quarter and from competent judges, no paper enjoys a higher reputation for being "*practical*," and "*especially adapted to the needs of the common school teacher*." While the editor has remembered that the masses of the teachers wish and need methods—specific and pointed directions as to *how* to instruct and *how* to govern—he has not forgotten that a large and rapidly growing number of teachers are not satisfied with empirical teaching, but desire rather to study principles and therefrom deduct their own methods.

The Journal is now, as it always has been, devoted exclusively and wholly to the interests of Indiana schools and Indiana teachers, and whatever advancement there may have been (and no State in the Union has made greater, within the last ten years) more of it is due to the Indiana School Journal than to any other single agency. This being true, Indiana teachers cannot afford *not* to support their own State paper. The Journal has but little reason to complain of the support teachers have given it. Its circulation is now 4000, and has averaged nearly that for the last three years. This circulation is principally within this State, and considering the number of teachers, not more than one other paper published receives so large a home patronage.

The Editor takes this opportunity to return hearty thanks to the numerous friends of the Journal throughout the State, and promises to make Volume XXI, if possible, better than any of its predecessors.

WE give this month an index of the volume just closed for the benefit of those teachers who may wish to have their Journals bound. Most of the matter published will be just as good reading years hence, as it is the month it is published. Bound volumes of the Journal make an excellent reference library for a teacher.

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WITH this number the time of the subscription of a large number of teachers expire. We hope for a prompt renewal. If each teacher could send another name, or several other names with his, he would not only oblige us, but be doing his fellow teacher and the schools a special service.

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### THE CENTENNIAL.

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*Indiana at the Centennial* is the watchword for the next two months, for every teacher worthy of his profession. Now is the time to act. Now is the time to *begin* the preparation of products for exhibition. Now is the time to raise money. The "show" is going on, other States are getting ready and will make displays—some of them magnificent ones—what will Indiana do? We believe that we answer for the teachers of Indiana when we say that the Hoosier State will not be in the rear. Indiana, in fact, ranks well with other states in educational matters, and this truth *must* be made apparent at Philadelphia. We have a gallant leader in the person of Superintendent J. H. Smart, whom the secretary of the Centennial Commission says has better and clearer ideas in regard to the educational display at Philadelphia, than any other man in the United States. *Mark one for Indiana.* Certain it is that Mr. Smart is devoting much time to this matter, and will carry it successfully through if the teachers will but give him the necessary assistance.

Nearly every county in the State is intending, in some way, to be represented in the display of products—some in one way and some in another. There was fear in the beginning that a sufficient amount of school products could not be collected to make a creditable showing, but that fear has given place to the other, that so much will be sent that sufficient room cannot be obtained for its display. The vital question just now is the *money*. We are glad to know that teachers so generally have taken the suggestion of the committee, and have determined to celebrate the 59th anniversary of the admission of Indiana into the Union (Dec. 11), by giving some sort of an entertainment for the purpose of raising money. In a great many counties every school in the county will do something in the way of raising its share of money, and if this can be made general, the schools alone, on that one day, will raise \$10,000.

The Connersville high school has lead off ahead of time. On the evening of November 17, it gave an entertainment which realized \$50, which has been paid into the treasury. This indicates what schools may

do if they will but make the effort. We suggest that these entertainments should be inexpensive, and that the price of admission should be low, one of the objects being to enlist the sympathy and co-operation of as many people as possible.

Let us remember that the reputation of the State is at stake, and that it must not be allowed to suffer. Indiana expects every man to do his duty.

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### THE STATE ASSOCIATION.

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We give elsewhere the programme of the State Association which begins Dec. 28. A good variety of subjects is furnished, and those who have parts assigned are among the ablest teachers of the State. The historic feature of the association will lend special attraction to the old charter members, a few of whom will yet be in attendance, and scarcely less so to the younger members. Every teacher will be interested in the history of our own school system and of the association.

The association will celebrate on that occasion its twenty-first birthday—it will be just of age. Let it be made a sort of anniversary meeting—a grand rally at the opening of the centennial year. Let it be the largest meeting of the kind ever held in the State—let it be the most enthusiastic. Let it indicate what Indiana teachers expect to do at Philadelphia next summer. Let every teacher come to the meeting expecting to have a good time, and he shall not be disappointed.

For particulars, see programme.

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### THE BANQUET.

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We call attention to the arrangements noted elsewhere of the reunion and banquet in connection with the State Association, and endorse it heartily. One of the objects of the association is to bring teachers together that they may become acquainted with one another. Besides, the meeting occurs in the Holiday season, and it is more than allowable for the teachers to have a little fun.

We also like the plan of it. From our standpoint, it is much better that each school pay a small fee than that the few should be taxed heavily that the many should be entertained free. The practice that prevails in some places of "bleeding" book agents for such entertainments is simply a species of black-mailing which teachers should be above indulging in. The book agents that labor in this State are all gentlemen, disposed to do their full share toward any festive enterprise that they may take a part in, and we are in favor of treating them just as we would treat any other human beings. We hope that at least twenty of them will attend this banquet, each buy his own ticket, and help to make the occasion one long to be remembered.

## CONSTITUTIONALITY OF THE COUNTY SUPERINTENDENCY LAW.

Judge Parrett, of Posey county, has decided the present county superintendency law unconstitutional. The former superintendent refused to give up the office, and carried the matter into court with the above result.

"The court held that the act of March 6, 1865, having been amended by the act of 1878, it was not the subject of any further amendment; and an act professing to be an amendment of one already amended was neither valid as an amendatory nor as an original law. In support of this opinion, reference was made to the case of *Draper vs. Falley*, 33d Ind., 465, in which a similar question was presented, upon the act of May 31, 1861, which professed to amend section 15 of the act of March 5, 1859, upon the subject of holding certain terms of court, whereas section 15 of the act of 1859 had been previously amended by another act approved March 9, 1861. It was held that the act of May 31, 1861, was nugatory, both as an amendatory and as an original act. It attempted to amend a section of an act which had been previously amended, and therefore had no existence. The opinion of the court in that case was fully approved in the subsequent trial in the case of *Board of Commissioners of Clay County vs. Markle, et al.*, 46th Ind., 98; and the same point has been recently expressly ruled by the Supreme Court in a case not yet reported. For these and other reasons the court held, as above stated, that the first section of the act of 1875, as it attempted to amend an act which had been previously amended, was void, and conferred no power upon the Board of Commissioners to appoint superintendents of schools.

The court also held, that the appointment made by the commissioners was illegal and therefore void, and that the old superintendent should hold the office till his successor was *legally* appointed (by trustees) and qualified.

Whether this case has been appealed or not we do not know, but we understood that the Marion county case, which was the same and which was decided the reverse of this, has been appealed. If the Supreme Court abides by its late ruling in the Logansport case, it is bound to decide the law *null and void*. If the Supreme Court takes the case in its order, it will not be reached for at least a year.

Since the present superintendents are at work and most of them doing well, it is a question whether a general change at this time would be a benefit or an injury to the schools.

It is also a serious question now, in the minds of many friends of the schools, whether a reversion and a general agitation would not have the effect to influence unfavorably the action of the next Legislature, with reference to this matter.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1875.

**PHYSIOLOGY.**—1. What are the uses of the bones? What is their condition at different periods of life?

2. What are the uses of the muscles?

3. What is meant by a *Law of Hygiene*?

4. What are the uses of sleep?

5. If the expansion of the chest be restrained in any way, what influence is exerted upon the air cells and the blood vessels?

**GEOGRAPHY.**—1. What are the divisions of the subject Geography? Define each.

2. Define a Mountain Range and a Mountain System.

3. Locate the great and the small circles of the earth that have specific names.

4. What is the inclination of the earth's axis to the plane of the earth's orbit?

5. Name the seasons which occur in each of the five zones, and name the months in which they occur, respectively.

6. How does the climate of the United States compare with that of Europe in the same latitudes? If there is any difference, what is it, and upon what does it depend?

7. What mountains are in New Hampshire, and what is the highest peak?

8. Give the boundaries of Michigan and Wisconsin.

9. Name two principal cities on the Rhine.

10. Give a general description of each of the four great divisions of Great Britain.

**HISTORY.**—1. Upon what ground did European nations claim an uninhabited country on its discovery by them?

2. What was the origin and result of the "French and Indian War?"

3. Give a brief account of the public services of Benjamin Franklin.

4. What important events occurred in the year 1776?

5. Why will next year be celebrated as the anniversary of American Independence?

**THEORY AND PRACTICE.**—1. What importance do you attach to a teacher's understanding thoroughly what he is called upon to teach?

2. What are some of the characteristics of one who instructs well?

3. What opportunities are afforded, by the ordinary work of the teacher, for proper instruction in morals?

4. Do you think it well to devote a portion of time each day to the manners and habits of your pupils? If so, when and how would you do it?

5. Which one of the common-school branches may be made the means of the most effective moral and intellectual culture?

**ARITHMETIC.**—1. From which hand do you write numbers? from which do you numerate? from which do you read numbers?

2. Upon what principle does cancellation depend?

3. Which is the heavier, a Troy pound or an Avoirdupois pound? What is the difference in grains?

4. When snow is uniformly eight inches deep, how many cubic feet are there on one-half acre of land?

5. Define an improper fraction. Define a complex fraction. Give examples of each.

6. If  $\frac{3}{4}$  be added to 4-5 and the sum multiplied by  $\frac{7}{8}$  and the product divided by  $\frac{1}{2}$ , what is the quotient?

7. If 1 7-9 yards of cloth cost \$5 6-7, what will 8 5-6 yards cost? Analyze.

8. Define legal interest. Define usury.

9. John Doe borrowed \$250 of Richard Roe, payable in 8 months, at  $7\frac{1}{2}$  per cent. per annum. Write a promissory note, dating it Sept. 1st, 1875, sign John Doe's name, and find the amount due at maturity.

10. What is the difference between the bank discount and the simple interest on \$750, for six months, at 8 per cent. per annum?

**GRAMMAR.**—1. What is analysis in grammar? What is its use?

2. Tell the subject and the predicate of the following sentences:

"Tell me what is truth."

"To do a great right, do a little wrong."

3. Tell the possessive case, both singular and plural, of lady, boy, fox, thou, who.

4. Correct the following sentences:

"Do you use Webster or Worcester's Dictionary?"

"No pains nor costs were spared to make it grand."

5. Name the principal parts of the following verbs: sit, set, raise, rise, shoe. Name a part of each of the above verbs that is not a principal part.

6. Rewrite the following sentence so that the verb shall be in the passive voice: "I saw him."

7. Parse "what" in the following sentences: "Take what suits you." "What do you see?" "What man but enters, dies."

8. Write a sentence containing a verb in the past subjunctive; another containing the same verb in the past perfect indicative; and another with the same verb in the imperative mode.

9. Analyze the following sentence :

" *Beneath* the rule of men *entirely* great,

"The pen is mightier than the *sword*."

10. Parse the words italicised in the preceding sentence.

HON. GEO. P. MARSH, the noted scholar, in a lecture, stated that there are nearly 100,000 words in use by good writers, but that no single writer employed more than a small proportion of the whole. Few scholars use as many as 10,000 English words, and *ordinary* people not more than 8,000. In all Shakspeare there is not 15,000 words, and in all Milton but 8,000.

DR. LEVETTE, of Indianapolis, and Jacob Cooke, of Peabody Institute, Mass., are surveying the lakes of northern Indiana. They have sounded and dredged a number of the more important ones, "finding them shallower than the oldest inhabitant expected." From this investigation it is hoped to reach a conclusion regarding the geological formation and development of this part of the State.

THERE are in the United States 88 Agricultural Colleges with 8,927 students and 889 professors. An exchange facetiously remarks that it is now proposed to establish a school for young men who intend to become farmers.

THE State Archæological Society elected Daniel Hough, of Indianapolis, President, and Dr. R. T. Brown, Treasurer. Vice Presidents were elected from each district. The Society intends establishing an Archæological Museum and Library at Indianapolis.

LAFAYETTE'S full name was Marie Jean Paul Roch Yves Gilbert Mortimer Marquis de Lafayette.

QUERIES.—Who said "These are times that try men's souls." Who said, "Millions for defense, but not a cent for tribute." Who said, "The boy is father to the man." Who will answer?

THE Kokomo Democrat has opened an educational column. The first number is full of matter interesting to teachers. Every paper in the State ought to have such a column, and teachers ought to contribute to these columns and support the papers.

ZIONSVILLE.—The Zionsville graded School reports as follows, for October: Enrollment, 246; average daily attendance, 198 2-5. We have a good building and a working school within it. S. S. Townsley is superintendent.



FRANKLIN.—The School Board of Franklin has employed Professor James Dungan to give regular lessons in vocal music in all the grades except the first and second, in the Primary Department.

The monthly reports show the following results at the close of second month, October 29: Number enrolled, 637; number belonging, 577; per cent. of daily attendance, 92½; cases of tardiness, 11; number neither absent nor tardy, 815; number of visits to school, 188. The above is good, but would have been better but for "chills and fever."

J. H. Martin is the superintendent.

LOGANSPORT.—Superintendent Walts reports the following for Oct.: Number enrolled, 1,499; average number belonging, 1,358; daily attendance, 1,272; per cent. of attendance, 94; tardies, 189; visits to schools, 244; parents' visits, 108; number of teachers, 81; average number of pupils to the teacher, 46.7. The average daily attendance is 140 greater than for the month of highest attendance last year. The names of all the pupils reaching 100 per cent. in punctuality, attendance and deportment, constitute a "roll of honor," and are published in the papers.

PLYMOUTH.—Plymouth has one of the finest school buildings in the State, and the school inside corresponds well with the building. A neater, cleaner building we have not visited for a long time. A better conducted, better taught school we have not visited for some months. Mr. R. A. Chase is one of the best superintendents in the State, and he is supported by a well trained corps of teachers.

HUNTINGTON.—School is progressing "splendidly." Four hundred and ninety-nine enrolled, and an average daily attendance of four hundred and fifty-six for the month of November. Twelve cases of tardiness. Two additional teachers employed since opening of school, making the corps consist of ten. Huntington will do its quota in the Centennial. James Baldwin is superintendent.

SOUTH BEND.—Report for October—number enrolled, 1,460; average belonging, 1,360; daily attendance, 1,272; per cent. of attendance, 98.5; cases of truancy, 21; cases of tardiness, 150; number of visitors, 252; number of teachers, 25. D. A. Ewing is superintendent.

SEYMOUR.—The school building at Seymour, just completed, is a very elegant one. The schools of Seymour, under superintendent Caldwell, are said to be in good condition, notwithstanding the place is cursed by the *meanest* newspaper in the State.

CAMBRIDGE CITY.—Not long since we had the pleasure of looking through the schools of Cambridge City, under the control of James B. Hall. We found them in good running order and a healthful, growing condition. Nothing stiff, nothing over-strained, but common sense principles were being wrought out in a common sense way.

**CONNEERSVILLE.**—We still have favorable reports of the Connersville schools, under the supervision of J. L. Rippetoe. The average attendance for the last month was 96.5, with a belonging of 471.

**MUNCIE.**—What is the matter at Muncie? Recently a boy twelve years old was prosecuted and fined seventy-five cents for striking his teacher. The father refused to pay the fine, and the boy was sent to jail. Another Muncie teacher whipped a pupil, was prosecuted and fined one dollar and costs. The case has been appealed.

**ELKHART.**—The report of the Elkhart schools for October is as follows: Number enrolled, 1,168; average number belonging, 1,074; average daily attendance, 1,010; per cent. of attendance, 94.1; tardinesses, 191; cases of truancy, 14; not absent or tardy, 478; visitors, 90. W. A. Barnett is superintendent.

**PERU.**—Summary of report for October: Whole number enrolled, 767; average number belonging, 651; average attendance, 602; number of tardinesses, 88; per cent. of attendance, 92. George G. Manning is superintendent.

**HENDRICKS COUNTY.**—The schools of Hendricks county are reported as doing better than could be expected, on the "narrow gauge" plan.

**COUNTY INSTITUTES** will be held in St. Joseph, Lake and Grant counties the week beginning December 27. We regret that it seems necessary for them to come the same week of the State Association. Tippecanoe county institute will begin Dec. 20, and that of Miami county, Jan. 3.

**NORTHERN INDIANA.**—The institutes in the northern part of the State, which were held in October and November, were unusually large and enthusiastic; many of them the largest ever held in the respective counties. DeKalb county reached an enrollment of 289, excluding visitors. Elkhart, Steuben, Lagrange, and others, did not fall far short of this superb figure. These northern friends have not forgotten the Journal. The Elkhart institute sent in a list of 56, Lagrange of 52, DeKalb of 41, etc. The Journal never before had so large a circulation in northern Indiana. Many thanks.

THE public school fund of Indiana amounts to \$8,798,000, an increase of \$87,000 during the past year. The unsold congressional school lands number 11,507 acres, and are valued at \$105,000. No State in the Union can make a better showing than this.

A CALIFORNIA School Board made the following charges against a pedagogue: "1. Imoirality. 2. Parshality. Keapin disorderly skool. Carrin unlasle wepings."

THE teachers of Franklin and Walnut townships, Montgomery county, hold a joint meeting the first Saturday in December. An interesting time is anticipated.

## CENTENNIAL NOTES.

Connersville high school has sent in \$50 as the proceeds of the first of a series of entertainments.

J. C. Macpherson, of Wayne county, is working up Centennial matters finely.

The teachers of Decatur county have pledged \$1 each for Centennial purposes.

Circulars have been issued by a large number of county superintendents on Centennial matters.

All the prominent cities of the State have wheeled into line, and are making an effort to outstrip each other in the Centennial exhibit.

Hon. B. C. Hobbs will write the chapter on "Reminiscences of Early School Days," for the Centennial History.

The rules governing the preparation of children's work will be issued in a few days.

The children's work will be done the first two weeks in February.

Work of children done previous to that time will be admitted, but must be marked "special products."

Dr. A. Patton, of Vincennes, has offered a series of prizes to the various schools of his county for the best products for Centennial purposes. No man in the State is working harder to make the Centennial exhibit a success, than Dr. Patton.

At the county institutes of Brown, DeKalb, Steuben, Elkhart, Lagrange, Fulton, Newton, Blackford, Jay and Orange, the teachers resolved to do all in their power to make the Centennial movement a success.

Advices have been received that in sixty counties the 11th of December will be observed as a Centennial jubilee day.

Hon. C. W. Greene, State Agent, reports that the State is alive to the importance of making a fine exhibit at Philadelphia.

No teacher in the State can afford not to have a hand in this grand enterprise.

The Press has very generally endorsed the Centennial movement.

Photographs of buildings should be taken before cold weather sets in. Every county in the State should have a half dozen of its buildings photographed at once.

Superintendents of city schools should see to it that their architects are preparing plans of ideal buildings.

Let such a report come from the 11th of December movement as will show what the teachers of Indiana can do.

It is desirable that as many of the special products in classes A, B, C, D, E and F, of the scheme as is possible, should be sent to the State

Superintendent before the meeting of the Indiana State Teachers' Association, in the latter part of December.

An exhibit of what has been prepared will be the best stimulus to the teachers of the State to move forward rapidly.

All packages shipped to the Department of Public Instruction, at Indianapolis, should be prepaid.

Teachers and school officers are requested to state by letter to the Superintendent of Public Instruction, on or before the 15th of December, just what special products are in course of preparation in their respective localities.

COMMENTS ON THE INDIANA CENTENNIAL SCHEME.

"You have been very successful in forwarding the Centennial scheme in your State, and I have been telling it more or less in detail, to superintendents and committees of states and cities that have been calling, and I shall now be able to send them your own circular." [U. S. Commissioner EATON.]

"I am greatly obliged for the circular containing your scheme, which is an admirable one. You deserve immense credit for it, and no doubt you will make a fine exhibit." [JOHN D. PHILBRICK, State Centennial Agent for Massachusetts.]

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J. C. MACPHERSON, superintendent of Wayne county, announces the following township institute programme for his entire county. We give it because it seems to us a model:

1. Read article "Township Institutes," in School Journal for October, page 487.
2. Model recitations (class of pupils) in Fifth Reader.
3. Model recitation (class of pupils) in Arithmetic (advanced).
4. How should pupils be taught to study a Geography Lesson?
5. How should pupils be taught to study a Grammar Lesson?
6. When is the best time to have writing exercises?
7. Difficulties and experiences of the month, by each teacher.
8. Such other exercises as may be necessary to occupy the time.

In the following lines the word "that" is used to exemplify its significations:

Now that is a word which may often be joined,  
 For that that may be doubled is clear to the mind:  
 And that that that is right is as plain to the view.  
 As that that that that we use is rightly used too:  
 And that that that that line has, is right—  
 In accordance with grammar, is plain in our sight,

## CITY SUPERINTENDENTS' MEETING.

The annual meeting of the Superintendents of City Schools from the States of Ohio, Indiana, Illinois and Michigan, convened at Indianapolis, November 18, on the call of the Executive Committee, and continued in session until the evening of the 19th. The following named gentlemen were present: F. De Wolf, Toledo; Alston Ellis, Hamilton; Jno. B. Peaslee, Cincinnati, O.; D. H. Harris, Jacksonville, Ill.; William H. Wiley, Terre Haute; Sheridan Cox, Kokomo; Jno. K. Walts, Logansport; Jno. Cooper, Richmond; John M. Bloss, Evansville; John S. Irwin, Fort Wayne; H. B. Jacobs, New Albany; T. J. Charlton, Vincennes; John R. Trisler, Lawrenceburgh; W. A. Bolea, Shelbyville; Geo. P. Brown, J. J. Mills, J. H. Smart, W. A. Bell, and J. B. Roberts, Indianapolis; Hamilton S. McRae, Muncie, Ind.; W. E. Crosby, Davenport, Iowa, and others.

The time of the convention was about equally divided between the discussion of various problems in school management and instruction, and visiting the schools of Indianapolis.

The following are some of the more important topics discussed:

1. The nomenclature of grades.

It was unanimously recommended that in the school reports that are issued, the grades be designated the first year, second year, etc., through the course, including the high school, and that each city be left free to adopt any additional names for the grades that may be desirable for local reasons.

2. Are there too many subjects of study in our public schools?

After a full discussion of this topic, it was agreed that the complaint often made that the attention of the child is so divided between a great number of subjects that he can do none of them well, was not well founded; and that the number of subjects should not be diminished. The number of subjects in the district schools requiring study, are but three, viz: Language, Geography or History, and Arithmetic. Music, Drawing and Penmanship cannot be classed as severe studies, and are valuable for the relief they give from continued study, as well as for the culture and skill that can only be acquired by these exercises.

3. Should pupils be required to study at home?

The opinion of the Convention upon this topic, was expressed by a resolution unanimously adopted, to the effect that no home study should be required of pupils during the first four years of the course.

4. Are pupils permitted to enter the High Schools at too young an age?

This topic commanded the attention of the Convention for some time, and the result of the deliberations was crystallized into a resolution advising that pupils, as a rule, be not permitted to enter the High School before they are fourteen years old.

It was thought that the proper and legitimate work of a high school could not be accomplished at an earlier age, because of the undeveloped condition of the mental powers of the pupil. There will be individual exceptions in every school, which the judicious teacher will recognize.

5. Examination of schools.

Much time was spent in considering this topic, and a great variety of methods were reported. No general conclusion was reached, some favoring monthly examinations, others, quarterly examinations, and others still, believing that all examinations should be made at irregular intervals, or at such time as the teachers and pupils were not expecting them. It was generally agreed that the promotion of pupils should not depend upon the result of the final examination alone, but that their standing through the year and the teacher's general estimate of their work should also be considered.

6. Irregular promotion of classes.

The Convention was divided in opinion upon this topic. Some held that there was a maximum and a minimum amount of work to be accomplished in each grade; that the maximum amount was enough for the brightest classes, and that they should be kept within the limits prescribed in the course of study during the year, and be promoted only at the close of each school year.

Others believed that the bright classes should be permitted to pass through the work of the grades more rapidly. They thought that with superior teachers it was possible to hold the pupils, having the greater ability, to the same text-book limits as the duller ones, without injury; but that the general result would be that the more capable class would come out at the end of the year hardly any stronger than the other, and with habits of inattention and listlessness, occasioned by the slight work required of them.

Several other topics were briefly discussed, viz: Training Schools, Teachers' meetings, The Centennial etc.

The following named gentlemen were appointed as an Executive committee to arrange for the next annual meeting: Alston Ellis, D. H. Harris, W. H. Wiley, H. S. Torbell, East Saganaw, Mich.

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THE North Western Normal School, organized at Republic, Ohio, in 1870, and conducted at Fostoria during the past year, has been consolidated with the North Western Ohio Normal School at Ada, Ohio, to take effect immediately, and the combined institutions will, in the future, be known and continued at Ada under the corporate name of the North Western Ohio Normal School.

GOOD.—A teacher writes for the price of the *School Journal*, and wants to know if there is any reduction to teachers.

## STATE TEACHERS' ASSOCIATION.

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*The Twenty-First Annual Session of the Indiana State Teachers' Association  
will be held on the 28th, 29th and 30th of Dec., at Indianapolis.*

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## TUESDAY EVENING, DEC. 28.

## PROGRAMME.

- 7.30. Address of Welcome, M. R. Barnard. Response by the retiring President, W. A. Jones.  
8.00. Inaugural Address, Geo. P. Brown,  
Appointment of Committees.
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## WEDNESDAY. MORNING.

- 9.00. Miscellaneous Business.  
9.15. Object and Methods of School Government, D. W. Thomas.  
Discussion, opened by W. P. Pinkham.  
10.00. Grammar, by Miss Mary A. Bruce.  
Discussion, opened by ———.  
10.45. Rest.  
11.00. Reciprocal Duties of Parents and Teachers, by O. M. Todd.  
Discussion of subject, by Dr. J. S. Irwin and J. A. Zeller.

## AFTERNOON SESSION.

- 2.00. The District School, by J. C. Macpherson.  
Discussion, opened by J. H. Martin.  
2.45. Drawing in Public Schools, by Eli F. Brown.  
3.30. Poverty of Ideas in High Schools—the remedy, by Mary E. Lyon.  
Discussion, by J. B. Roberts and Geo. W. Hufford.

## EVENING SESSION.

- 7.00. History of the Indiana State Teachers' Association, by D. Eckley Hunter.  
8.00. Grand Social. (See announcement elsewhere.)
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## THURSDAY MORNING.

- 9.00. Miscellaneous Business.  
9.15. Superintendents' Meeting.  
10.15. History of Public Schools in Indiana, by J. M. Olcott.  
Discussion, opened by James G. May.  
11.00. Centennial Meeting. Opening Address, by Hon. J. H. Smart.

AFTERNOON SESSION.

- 2.00. A Plea for the Practical in Common School Education, by O. H. Smith.  
 Discussion, opened by W. A. Bell.  
 2.45. Teachers should be acquainted with the Science of Mind, by Alexander Martin, D. D.  
 3.30. Reports of Committees.  
 4.00. Election of Officers.

EVENING SESSION.

- 7.00. Miscellaneous.  
 8.00. A Plea for Higher Education, by Dr. Lemuel Moss.

GRAND SOCIAL REUNION AND BANQUET ON  
 WEDNESDAY EVENING.

The Committee have arranged with the proprietors of the new Grand Hotel at Indianapolis for the use of all the parlors, including the Grand Parlor Hall, and to have an excellent supper set in the capacious dining room. A suitable programme will be arranged, so as to not only afford the teachers of the State an opportunity to get acquainted with each other, but also a most enjoyable social occasion. Five hundred guests can be accommodated in the parlors of the hotel, and *all* may be seated in the dining room at once.

It is hoped that all the teachers of the State may be present on this *Grand* occasion at the *Grand* Hotel.

J. M. OLCOTT,  
 Chairman of Com. on Social Reunion.

RATES AT HOTELS.

	Regular.	Reduced.
Grand Hotel.....	\$3 to 4	\$2 00
Hotel Bates.....	8 50	2 00
Occidental.....	8 00	2 00
Spencer House.....	2 50	2 00
Sherman House.....	8 00	1 50
National.....	2 50	2 00
B. Mason's Hotel.....	8 00	2 00
Everet House.....	2 00	1 50
McGuire Hotel.....	2 50	2 00
Pyle House.....	1 50	1 50
Private Boarding Houses.....	1 00	1 00



## RAILROADS.

The Terre Haute and Indianapolis Railroad (Vandalia line) will return teachers free on certificate signed by the Secretary of the Association. The Evansville and Crawfordsville road, same as Vandalia.

The Indianapolis, Cincinnati and Lafayette Railroad will sell round trip tickets to delegates for one and one-fifth fare at the following stations, viz: Lafayette, Colfax, Thorntown, Lebanon and Zionville, on the west end; at Shelbyville, Greensburgh and Lawrenceburgh, on the east end.

The Pittsburg, Cincinnati and St. Louis Railroad (Pan Handle) will sell excursion tickets at about two cents a mile from all the stations, on the presentation of orders for excursion tickets to the agent. All teachers on this route, or its branches, including the Indianapolis and Vincennes Road, in order to obtain the benefits of reduced rates, will have to write to J. M. Olcott, Indianapolis, for certificate, in time to get return mail before starting.

The C. C. C. & I. R. R. will sell excursion tickets at any of their stations, in parties of twenty or more, at two cents per mile, each way.

The Fort Wayne and Muncie Railroads will sell round trip tickets at one and one-fifth fare.

The I. B. & W. R. W. will carry teachers one way at 5 cents per mile and return free. Buy round trip tickets.

Several railroads not yet heard from. They will doubtless give the usual reduction.

For further information correspond with the chairman of the Executive Committee, at Muncie.

The meeting will be held at Roberts Park M. E. Church, corner of Delaware and Vermont streets.

H. S. McRAE, Chairman of Ex. Com.

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THIS is the latest school boy composition: "I go to school to read and rite and siphor to slide on the ice and traid off an old nife if I have one, in summer to pick wild flowers and strawberries and to get out of work hot days, some boys has go to school to get out of their mother's road, but I would rather stay in winter than to go miles and set by a cold stove and freeze my toes. I like to go to school and see the teacher scold the big girls when they cut up. Some goes to school to fool but I go to study when we are old we can't go to school and then we will feel sorry that we fooled when we was young and went to school. I don't get no time to fool any way, for I have enough to do when it comes to my gography."

STEEL PENS.—Few persons, doubtless, are aware of the fact that the original inventor of Steel Pens is still living. Sir Josiah Mason, now the great pen manufacturer of Birmingham, Eng., enjoys that distinction.

**HOPKINS MONUMENT.**—The following persons, all of Martin county, have contributed one dollar each: Jennie Newland, Mary E. Cox, J. D. Caples, J. V. Carico, F. M. Westhafer. Martin county teachers give \$6.25.

THE average length of a teacher's professional life in Terre Haute is a little less than three years. There are a great many weddings reported in the Terre Haute papers.

WE give on the third cover page a new piece of music, which many of our readers no doubt will appreciate. It is from W. W. Whitney, Publisher, Toledo, Ohio.

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## PERSONAL.

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CYRUS SMITH, who is extensively known in this State, now makes his headquarters at Jackson, Michigan. When at Jackson he does not board at the public hotel any more. Cause why? He is married and has a little hotel of his own.

MISS M. HAWORTH, author of Penmanship, is now engaged in teaching writing in the Lafayette public schools. She has lately prepared a set of capitals to be arranged along the top of blackboards as copies.

B. F. TETERS has been employed as special music teacher in the Muncie schools, at \$400 per year. He only devotes a part of his time to the work.

W. T. FIELDS not only runs the Kewanna schools successfully, but is editor and proprietor of the "Kewanna Post," a forty-column paper that compares favorably with other county papers, and is superior in its educational department.

D. E. HUNTER, well known to many teachers of the State as the author of Historic Cards, has taken an agency for Hawe's Historic Charts and Maps, which are different from anything of the kind yet published. His address is Bloomington.

JAMES O'BRIEN, superintendent of Laporte county, has accepted the position of assistant superintendent of the Reform School for boys, at Plainfield. He has offered his resignation as county superintendent, and the commissioners will fill his place at their December meeting.

COMPLIMENTARY.—Having witnessed some of the work of *W. H. FeticA*, we have no hesitation in pronouncing him an energetic, practical institute worker, and an eloquent lecturer. We are quite sure that educators will do well in securing his services.

WM. J. WILLIAMS, Prin. of Rochester public schools.

T. W. FIELDS, Prin. of Kewanna public schools.

E. MYERS, Superintendent of Fulton county schools.

A. C. SHORTRIDGE has tendered his resignation as president of Purdue University. It will be difficult to fill his place with a man who will secure a higher standard of order and scholarship. Mr. Shortridge's ideas on these matters are much in advance of what is generally secured in such institutions.

MISS M. A. FALVEY, a teacher in the intermediate schools of South Bend, with an enrollment of 66, and with an attendance of 98.4 per cent. for the month of October, has not a case of tardiness.

Miss Laura Shields, primary teacher in the same schools for the same month, with an enrollment of 76, and a per cent. of attendance of 98.5, had not a case of tardiness. This shows what teachers may do in this line.

RICHARD EDWARDS has recently tendered his resignation as president of the State Normal School of Illinois. He has been at the head of that institution for more than fourteen years, and is known throughout the country as one of its ablest educators. He resigns that he may re-enter the Congregational ministry.

MRS. D. B. WELLS, principal of the Plymouth high school, delivered a public evening lecture before the Marshall county institute. Her subject was the "Bulls" and "Bears" in education, and the lecture is spoken of in the highest terms.

W. A. BOLES still remains in charge of the Shelbyville schools. He has held that position for many years, has his schools in excellent condition, and deservedly ranks with the best superintendents of the State.

A gentleman accustomed to visiting schools recently spent some time the Greencastle schools, and says that Miss O'Brien has "the best school he ever visited."

HON. E. E. WHITE, of Ohio, has been employed to do most of the teaching in the Tippecanoe county institute, to be held Christmas week. Mr. White is one of the best institute workers it has ever been our pleasure to listen to. We trust he may have frequent calls to Indiana.

W. D. HENKLE, editor of the National Teacher, will attend the institute at South Bend, New Year's week. We hope he can be spared in time to permit him to look in upon the association. We believe that he was present at its birth, and he will receive a hearty welcome if he can attend the celebration of its 21st birth-day.

M. M. CAMPBELL, superintendent of Monroe county, has given his teachers a great deal of good advice in his circular No. 1.

Miss MYRA BAKER, as we are informed, will retire from the school work at the holidays, after a continuous service of twelve years, ten of which have been in the Vincennes schools. Miss Baker is a good teacher and her place will be hard to fill.

J. W. COLE gives half his time to teaching vocal music in the Richmond schools.

W. C. AINSWORTH is trying to arrange for a grand excursion of teachers to the Centennial next year, at reduced rates.

G. W. PUTERBAUGH, late superintendent of the Greenfield schools, has gone into the manufacture of Straight Wood Furniture, at Greenfield.

J. W. THORNBURG, formerly of Hartford City, goes to Portland as superintendent of schools.

A. D. MOHLER, still remains at Lagrange, and we are glad to know that he will have the pleasure of soon occupying a new school building.

C. W. PARIS, former superintendent of Randolph county, is now principal of the high school at Union City.

J. P. FUNK is superintendent of schools at Indiana's first capital, Corydon.

E. S. HOPKINS is superintendent of schools at Jeffersonville.

A. C. GOODWIN, late superintendent of Clark county, is principal of the Charlestown schools.

R. M. WRIGHT remains as principal of the Fort Wayne high school.

G. W. FITCH is still superintendent at Brownstown.

GEORGE W. LEE seems to be a fixture at Greencastle.

A. O. REUBELT is the man who superintends at Lebanon.

R. L. MARSHMAN has charge at Monterey.

Prof. NATHAN NEWBY, of Spiceland, is now in Indianapolis attending medical lectures.

JAS. DU SHANE has charge of the high school in South Bend.

S. T. ALLEN has charge of the Burbon schools.

JAS. A. LYNN is principal of the Newtown schools.

J. M. DAVIS has charge of the Ridgeville Academy.

TIMOTHY WILSON is principal of the Spiceland Academy, an institution doing better work than many of our colleges.

H. H. CONLEY reigns supreme at Newport.

P. P. STULTZ still manages the Rising Sun schools.

J. B. SHERWOOD is giving satisfaction at Williamsport.

W. T. FRY suits the people of Washington.

E. S. HALLOCK is superintendent at Mishawaka.

J. G. BOWERSOX has charge at Butler.

O. N. RECORD, formerly of New York, is superintendent at Auburn.

FRANK VAN AUKEN superintends the schools of Waterloo.

D. M. ALLEN is superintendent at Spencerville.

JOHN BURRIER is principal at Ligonier.

MRS. EMMA A. GREEN is teacher in the Indianapolis high school.

J. C. EAGLE is superintendent at Union City.

- F. F. WILLIAMS superintends at Middlebury.  
A. L. LAMPORT is principal at Bristol.  
B. E. JONES is superintendent at Danville.  
O. MILLER is superintendent of the Warsaw graded schools.  
W. J. WILLIAMS still continues in charge at Rochester.  
A. P. ALLEN, last year at Mitchell, is now at Orleans.  
C. A. MURRAY is principal of the Connersville high school.

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## INSTITUTES.

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LAGRANGE COUNTY.—A normal school, consisting of ninety-eight pupils, was opened in the town of Lagrange, September 20, 1875, and continued in session five weeks. The school was under the supervision of our county superintendent, E. T. Casper, assisted by Isaiah Piatt and C. Y. Roop. The common branches were thoroughly reviewed, and, in addition thereto, classes were taught in algebra and chemistry. The time was well improved by both teachers and pupils. At the close of the normal school, the annual teachers' institute was held, commencing Oct. 25. There were at least 150 persons in attendance daily, nearly all of whom were teachers. The instructors from abroad were Mr. and Mrs. Ford, of the *Teacher*, Judge Brown, of Kalamazoo, Mich., Mr. Cyrus Smith, of Jackson, Mich., superintendent Moury, of Elkhart county, and others. The "home talent" consisted of E. T. Casper, S. D. Crane, ex-county superintendent, A. D. Mohler, superintendent of public schools in Lagrange, Isaiah Piatt, C. Y. Roop, Dr. Booth, S. P. Bradford, and others. Several evening lectures were delivered. A series of resolutions were adopted, among which are the following:

*Resolved*, That we recommend a celebration of the admission of Indiana into the Union by a historical discussion to be delivered in the town of Lagrange, on the 11th of December next, at 2 o'clock, p. m., and that spelling schools, or other appropriate exercises, be held in the several school houses on the evening of either the 10th or 11th of that month.

*Resolved*, That in the month of April next we will hold a special examination in United States History, under the direction of our superintendent.

If there is a county in the State, with a population of only fourteen thousand, that has held a larger normal school or institute than Lagrange, we would be pleased to hear from it.

NORMAL.

DEKALB COUNTY.—The DeKalb County Teachers' Institute, held at Waterloo, commencing Nov. 1, and ending Nov. 5, was more largely attended than any previous institute ever held in this county, or, we may

safely say, in this State, the enrollment reaching 130 the first day, and that for the entire session 239, overflowing, with visitors, the largest hall in town. The instructions given were almost entirely by the teachers of our own county, and a great amount of work, of a very practical character, was accomplished. The institute was favored with the presence of President Jones, of the State Normal School, who delivered several lectures of great force and practical value. We believe this is the only institute he has ever attended in northern Indiana; he has the kind regards of the many teachers of DeKalb. On Monday evening the teachers enjoyed a social, interspersed with speeches, essays, etc. Tuesday, Wednesday and Thursday evenings were devoted to listening to lectures from Wm. A. Bell, of the Indiana School Journal, H. A. Ford, of the Northern Indiana Teacher, and President Jones, of the State Normal School. Sup't. Smart, Dr. Irwin, of Fort Wayne, Colegrove, of Kendallville, and Cyrus Smith, of Jackson, Mich., gave us short calls and spicy speeches. Many thanks, gentlemen. The teachers of DeKalb are fully awake; 146 attended the different normal schools of the county, last fall, to prepare themselves for the work. With Sup't. Barns in the van, they are bound to win.

D. M. ALLEN, Sec'y.

**NEWTON COUNTY.**—The Newton County Institute convened at Goodland, Oct. 25, and continued in session five days. The number of teachers enrolled was 65, which is an increase of 19 over last year's enrollment. The utmost harmony and goodfeeling prevailed throughout the session, which was voted by the members to be among the best, if not *the* best institute ever held in Newton county. Lectures were delivered by the State Superintendent, Profs. Griffith and Olcott. The schools of the county, under the management of the present superintendent, B. F. Neisz, must continue their onward march.

REPORTER.

**MARTIN COUNTY.**—The Martin County Institute was held this year at Loogootee. The attendance was good. The enrollment was ninety. W. T. Fry, of Washington, Daviess county, was the principal instructor, and remained all the week. He is an excellent instructor, and knows how to adapt his work to the needs of country teachers. Hon. C. S. Dobbins gave an evening lecture.

W. C. HARR, Sup't.

**FULTON COUNTY.**—The teachers of Fulton county met at Rochester, Nov. 22. The following officers were elected: Recording Secretary, T. W. Fields; Assistant Recording Secretary, Miss Alla Shoup; Enrolling Secretary, C. F. Montgomery. Number enrolled first day, 54; Total number enrolled during institute, 150. Among the regular institute instructors in attendance were W. H. Fertich, who conducted exercises in elocution and theory and practice; W. A. Bell, who gave lessons in history; Hon. J. H. Smart, Superintendent of Public Instruction, who lectured on Wednesday, on the "Interests of Education in Indiana." D. B. Veazey, of Indianapolis, did good work in mapdrawing. T. W. Fields,

of Kewanna, gave exercises in physiology and penmanship. W. J. Williams aided in the exercises by instructing in arithmetic and geography. W. H. Green created a lively interest in the subject of grammar. Lectures were given by Prof. Fertich, on "Manhood," and by W. A. Bell, on "Home and School." Both were well received. Prof. Fertich gave an elocutionary entertainment on Thursday evening. It was the general opinion of the more intelligent teachers that superintendent Myers made a happy hit in securing the able instructors that were present. Their work was highly appreciated by a majority of the teachers. Mr. Myers, though a new superintendent, is energetic, and is doing a practical work. This was regarded as the most interesting institute ever held in the county.

**JAY COUNTY.**—The Jay County Teachers' Institute was held at Portland, beginning October 25. S. K. Bell, county superintendent, was chosen president; A. Russell and J. R. Osborn, secretaries. The attendance was large, the interest great, and the work done in every way practical. Prof. W. H. Fertich was with us during the entire week and gave instruction in reading, theory and practice, and, by his ability and energy, contributed much to the interest of the institute. W. A. Bell was present one day and gave a lecture on Tuesday evening. Prof. Fertich lectured on Wednesday evening and Prof. Davis on Thursday evening. These lectures were listened to by a large number of teachers and many of the citizens of Portland, and were regarded as being very good.

A number of subscriptions were taken for the *School Journal*, and fifteen dollars and thirty-five cents raised for the Hopkins Memorial. The interest throughout the session was unabated, and a general feeling prevailed that we had a very profitable institute.

S. K. BELL.

**ORANGE COUNTY.**—The Orange County Institute met at Paoli, Nov. 8, and was one of the largest and best institutes ever held in the county. Several agents of publishing houses were present and did excellent work, and the home teachers that took a part in the instruction acquitted themselves with credit. The ex-superintendent deserves special mention for his devotion and assistance. The teachers joined heartily in all class exercises, and thereby received the greatest benefit. The subject of grading the schools of the county was thoroughly discussed and resolved upon, and will, no doubt, be generally carried out by the teachers. The necessity of professional reading was strongly urged, and the *Journal* remembered.

A. P. A.

**DECATUR COUNTY.**—The institute of this county met the first week in September. The attendance was not quite so large as last year, but good, the number enrolled being 109, and the average attendance 75. The principal instructors were Eli F. Brown, of Purdue University; W. E. Lucas, of Connersville; C. W. Harvey, L. Mobley and W. H. Powner, of our own county. Evening lectures were given by E. F. Brown and

Hon. Will Cumber. The general feeling was good, and the institute voted a "profitable and interesting one." Superintendent Ricketts is doing all he can for the schools. F. H. Gault was secretary.

The above report was mislaid, hence the delay which the editor much regrets.

ELKHART COUNTY.—For some reason no report of the Elkhart Co. Institute has yet reached us. We were present a part of the time, and can testify that it was one of the largest and most enthusiastic we have ever attended in the State. Superintendent Moury is a hard worker and perhaps no county schools of the State are better graded and organized than are those of Elkhart county.

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## BOOK-TABLE.

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HISTORY OF GREECE, by O. A. Fyfe, M. A., Fellow and late tutor of University College, Oxford. New York: D. Appleton & Co.

Whether this book was intended for use in schools or not, we cannot say. It belongs to a series of *History Primers*, edited by J. R. Greene. A primer is usually considered a book for small children. This is a small book, but whether it would be useful to small children, or to one young in the study of the science, we doubt.

History, when condensed sufficiently to be put in primer form, contains merely the outlines, which are distasteful to every one. We would suggest that it might make a good pocket companion for reference when other books are not available, or at times when so little leisure occurs as to make it hardly worth searching for other books.

THE INTERNATIONAL REVIEW, published six times a year by A. S. Barnes & Co., is one of the ablest bi-monthlies published in the world. The proprietors spare no means to secure the best talent in both continents to contribute to its pages. A single number contains but six or seven articles, besides book reviews, but these are exhaustive and can be relied upon as authoritative. Such subjects as "The Influence of Steam and Electricity," "Industrial Art Education in the United States," "American Constitution in 1787 and 1866," "H. W. Longfellow and his Writings," "General Sherman and his Memoirs," "The New York Stock Exchange," are samples of the subjects discussed. The Review is a most valuable magazine.

FORBRIGER'S PRIMARY TABLETS. Strobridge & Co., Cincinnati.

Mr. Forbriger, the author of this system of Drawing, is superintendent of Drawing in the Cincinnati schools. The system does not seem to differ materially from other progressive series of books other than in the form of the book. Instead of being bound in the ordinary way, each





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VOL. XX.

MARCH.

No. 3

INDIANA

# School Journal

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF

The Superintendent of Public Instruction.

W. A. BELL, EDITOR.

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VOL. XX.

FEBRUARY.

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**No. 4**

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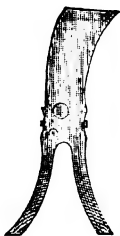
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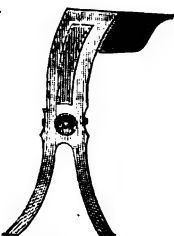
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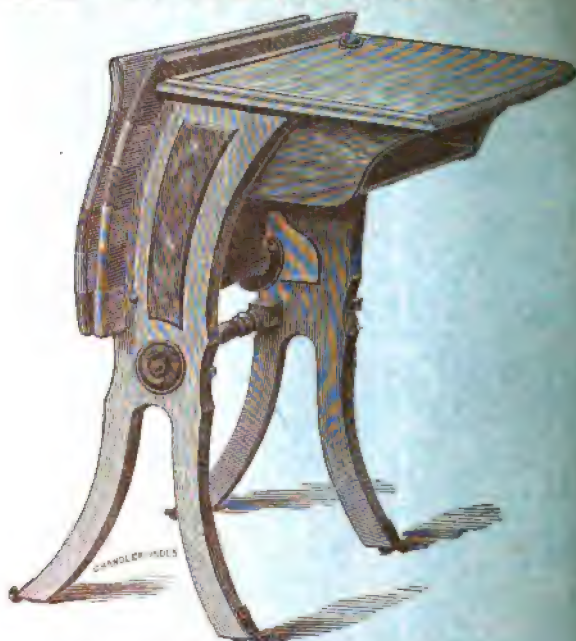
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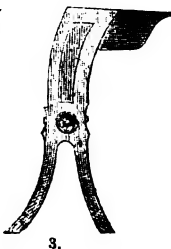
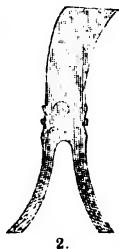
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VOL. XX.

NOVEMBER.

No. 11

INDIANA

# School Journal

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF

The Superintendent of Public Instruction.

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W. A. BELL, EDITOR.

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ASSOCIATE EDITORS:

A. F. SHORTRIDGE.

GEO. P. BROWN.

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INDIANAPOLIS, IND.

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1875.

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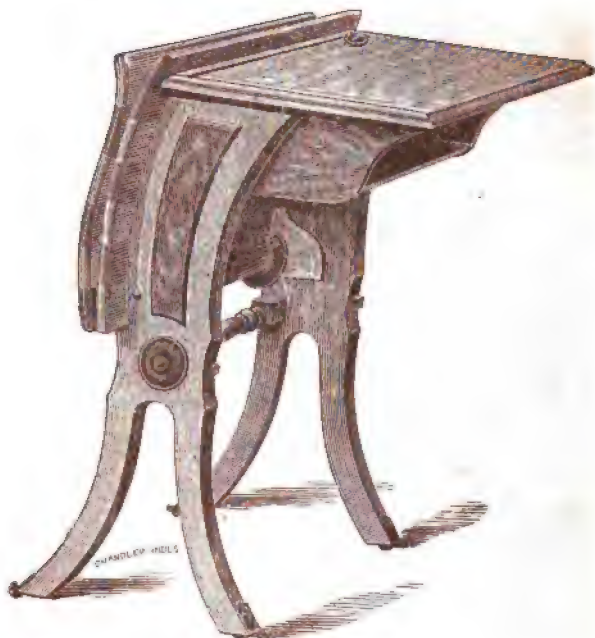
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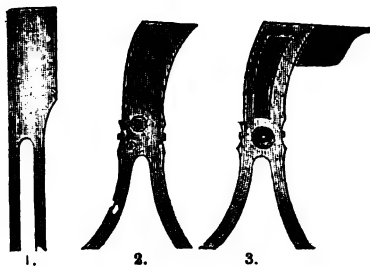
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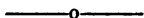
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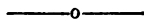
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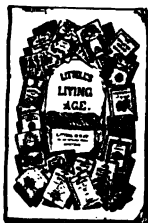
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	Fast Line			Fast Line	
	Daily.	Daily.		Daily.	Sun. Ex.
Lvs. Cincinnati.....	9 00 a.m.	9 30 p.m.	Lvs. Columbus.....	11 45 a.m.	10 45 p.m.
Arr. Loveland.....	10 00 "	10 34 "	Arr. Newark.....	12 55 p.m.	12 18 a.m.
" Chillicothe.....	12 30 p.m.	1 10 a.m.	Lvs. Sandusky.....	7 40 a.m.	7 00 p.m.
" Portsmouth.....	5 15 "	10 20 "	" Monroeville.....	8 25 "	7 50 "
" Marietta.....	4 50 "	5 20 "	" Mansfield.....	10 13 "	9 39 "
" Parkersburg.....	5 00 "	5 30 "	Arr. Newark.....	12 45 p.m.	12 15 a.m.
Lvs. Parkersburg.....	5 30 "	6 00 "	" Zanesville.....	2 00 "	1 20 "
Arr. Grafton.....	9 15 "	9 40 "	" Bellaire.....	4 50 "	4 40 "
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" Deer Park.....	11 43 "	11 47 "	" Grafton.....	9 05 "	9 20 "
" Cumberland.....	1 50 a.m.	2 00 p.m.	" Oakland.....	11 24 "	11 34 "
" Martinsburg.....	4 25 "	4 20 "	" Deer Park.....	11 43 "	11 47 "
" Harper's Ferry.....	5 03 "	4 56 "	" Cumberland.....	1 50 a.m.	2 00 p.m.
" Point of Rocks.....	5 35 "	5 20 "	" Martinsburg.....	4 25 "	4 20 "
" Washington.....	7 10 "	6 50 "	" Harper's Ferry.....	5 02 "	4 56 "
" Richmond.....	1 30 p.m.	4 50 a.m.	" Point of Rocks.....	5 35 "	5 20 "
" Relay.....	8 25 a.m.	7 35 p.m.	" Washington.....	7 10 "	6 50 "
" Baltimore.....	8 40 "	7 50 "	" Richmond.....	1 30 p.m.	4 50 a.m.
" Wilmington.....	12 17 p.m.	1 31 a.m.	" Relay.....	8 25 a.m.	7 35 p.m.
" Philadelphia.....	1 20 "	2 35 "	" Baltimore.....	8 40 "	7 50 "
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	Daily.	Daily.		Daily.	Sun. Ex.
Lve. Cincinnati.....	9 00 a.m.	9 30 p.m.	Lve. Columbus .....	11 45 a.m.	10 45 p.m.
Arr. Loveland .....	10 00 "	10 34 "	Arr. Newark .....	12 55 p.m.	12 18 a.m.
" Chillicothe.....	12 30 p.m.	1 10 a.m.	Lve. Sandusky.....	7 40 a.m.	7 00 p.m.
" Portsmouth.....	5 15 "	10 20 "	" Monroeville.....	8 25 "	7 50 "
" Marietta.....	4 50 "	5 20 "	" Mansfield.....	10 13 "	9 39 "
" Parkersburg.....	5 00 "	5 30 "	Arr. Newark .....	12 45 p.m.	12 15 a.m.
Lve. Parkersburg.....	5 30 "	6 00 "	" Zanesville .....	2 00 "	1 20 "
Arr. Grafton .....	9 15 "	9 40 "	" Bellaire.....	4 50 "	4 40 "
" Oakland.....	11 24 "	11 34 "	" Wheeling .....	6 10 "	5 45 "
" Deer Park.....	11 43 "	11 47 "	" Grafton.....	9 05 "	9 20 "
" Cumberland.....	1 50 a.m.	2 00 p.m.	" Oakland.....	11 24 "	11 34 "
" Martinsburg.....	4 25 "	4 20 "	" Deer Park.....	11 43 "	11 47 "
" Harper's Ferry.....	5 02 "	4 56 "	" Cumberland.....	1 50 a.m.	2 00 p.m.
" Point of Rocks..	5 35 "	5 20 "	" Martinsburg.....	4 25 "	4 20 "
" Washington.....	7 10 "	6 50 "	" Harper's Ferry.....	5 02 "	4 56 "
" Richmond .....	1 30 p.m.	4 50 a.m.	" Point of Rocks..	5 35 "	5 20 "
" Relay .....	8 25 a.m.	7 35 p.m.	" Washington.....	7 10 "	6 50 "
" Baltimore .....	8 40 "	7 50 "	" Richmond .....	1 30 p.m.	4 50 a.m.
" Wilmington.....	12 17 p.m.	1 31 a.m.	" Relay .....	8 25 a.m.	7 35 p.m.
" Philadelphia.....	1 20 "	2 35 "	" Baltimore .....	8 40 "	7 50 "
" New York .....	5 15 "	6 05 "	" Wilmington.....	12 17 p.m.	1 31 a.m.
" Boston.....	5 50 a.m.	4 50 p.m.	" Philadelphia.....	1 20 "	2 35 "
			" New York .....	5 15 "	6 05 "
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## TABLE OF CONTENTS.

	PAGE.
The demand for Skilled Labor in the School Room.....	149
The demand for Reform in English Orthography.....	160
Herditary Crime.....	166
Personal Effort vs. System and Method.....	167
Advantage of Writing Reading Lessons .....	170
What common-place adjectives may do.....	171
<b>OFFICIAL—</b>	
Synopsis of late amendments to the School Law.....	172
<b>EDITORIAL—</b>	
Consolidation of the Journal and the Educationist.....	178
School Government.....	174
The High School Question .....	176
School Legislation .....	177
"Strictly Confidential" .....	179
Reform in estimating average length of school terms.....	180
Promotions on "final examinations".....	180
The Spelling School mania.....	181
<b>MISCELLANY—</b>	
Public Libraries—Laporte.....	188
Newcastle, South Bend, Kokomo, Aurora, Angola, Wabash, Shelbyville, Greensburg, Kentland, Cochran, Rising Sun, Vevay, Madison.....	185
Lagrange, Huntington, Lawrenceburg, Worthington .....	186
Logansport, Noblesville, Martinsville, Crawfordsville, Lagro... 187	187
Clear Spring, Bedford, Williamsport, Fulton co., Jennings co., Clark co., Elkhart co., Posey co.....	188
Parke co., Bartholomew co., Mass Meeting.....	189
Personal.....	190
Book Table.....	192
Local.....	195

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	Daily.	Daily.		Daily.	San. Ex.
Lve. Cincinnati.....	9 00 a.m.	9 30 p.m.	Lve. Columbus.....	11 45 a.m.	10 45 p.m.
Arr. Loveland.....	10 00 "	10 34 "	Arr. Newark.....	12 55 p.m.	12 18 a.m.
" Chillicothe.....	12 30 p.m.	1 10 a.m.	Lve. Sandusky.....	7 40 a.m.	7 00 p.m.
" Portsmouth.....	5 15 "	10 20 "	" Monroeville.....	8 25 "	7 50 "
" Marietta.....	4 50 "	5 20 "	" Mansfield.....	10 13 "	9 30 "
" Parkersburg.....	5 00 "	5 30 "	Arr. Newark.....	12 45 p.m.	12 15 a.m.
Lve. Parkersburg.....	5 30 "	6 00 "	" Zanesville.....	2 00 "	1 20 "
Arr. Grafton.....	9 15 "	9 40 "	" Bellaire.....	4 50 "	4 40 "
" Oakland.....	11 24 "	11 34 "	" Wheeling.....	6 10 "	5 45 "
" Deer Park.....	11 43 "	11 47 "	" Grafton.....	9 05 "	9 30 "
" Cumberland.....	1 50 a.m.	2 00 p.m.	" Oakland.....	11 24 "	11 34 "
" Martinsburg.....	4 25 "	4 30 "	" Deer Park.....	11 43 "	11 47 "
" Harper's Ferry.....	5 02 "	4 58 "	" Cumberland.....	1 50 a.m.	2 00 p.m.
" Point of Rocks.....	5 35 "	5 30 "	" Martinsburg.....	4 25 "	4 30 "
" Washington.....	7 10 "	6 50 "	" Harper's Ferry.....	5 02 "	4 58 "
" Richmond.....	1 30 p.m.	4 50 a.m.	" Point of Rocks.....	5 35 "	5 30 "
" Relay.....	8 25 a.m.	7 35 p.m.	" Washington.....	7 10 "	6 50 "
" Baltimore.....	8 40 "	7 50 "	" Richmond.....	1 30 p.m.	4 50 a.m.
" Wilmington.....	12 17 p.m.	1 31 a.m.	" Relay.....	8 25 a.m.	7 35 p.m.
" Philadelphia.....	1 20 "	2 35 "	" Baltimore.....	8 40 "	7 50 "
" New York.....	5 15 "	6 05 "	" Wilmington.....	12 17 p.m.	1 31 a.m.
" Boston.....	5 50 a.m.	4 50 p.m.	" Philadelphia.....	1 20 "	2 35 "
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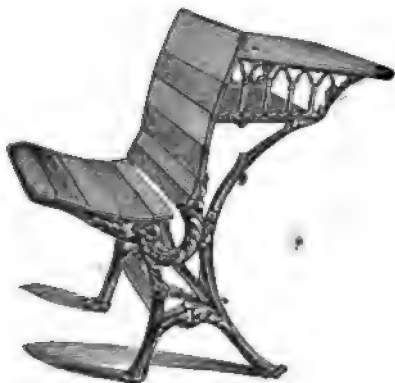
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" Chillicothe.....	12 30 p.m.	1 10 a.m.	Lvs. Sandusky.....	7 40 a.m.	7 00 p.m.
" Portsmouth.....	5 15 "	10 20 "	" Monroeville.....	6 25 "	7 50 "
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Lvs. Parkersburg.....	5 30 "	6 00 "	" Zanesville .....	2 00 "	1 30 "
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" Harper's Ferry.....	5 02 "	4 56 "	" Cumberland .....	1 50 a.m.	2 08 p.m.
" Point of Rocks.....	5 35 "	5 20 "	" Martinsburg.....	4 25 "	4 20 "
" Washington .....	7 10 "	6 50 "	" Harper's Ferry.....	5 02 "	4 56 "
" Richmond .....	1 30 p.m.	4 50 a.m.	" Point of Rocks.....	5 35 "	5 20 "
" Relay .....	8 25 a.m.	7 35 p.m.	" Washington .....	7 10 "	6 50 "
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" Philadelphia.....	1 20 "	2 35 "	" Baltimore .....	8 40 "	7 50 "
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## I. CHALLENGE PROPOSITION:

Heidelberg College shall select one competent, disinterested person, the Normal School shall select one of the same character, and these two a third, who shall serve as a committee to visit the two institutions and report upon the following points: 1. *Comparative thoroughness of teaching.* 2. *Comparative practical character of teaching.* 3. *Comparative system exhibited in the development of subjects.* 4. *Comprehensiveness of instruction; or grasp of underlying principles in the several branches.* 5. *The natural order of mind-development in the several branches pursued.* 6. *Comparative interest manifested by both teachers and pupils in their work.* 7. *Amount of both mental discipline and general information acquired on any given subject.* 8. *In short, adaptation of the instruction to the great work of life, whether it be teaching or any other calling.*

## II. SCOPE OF CHALLENGE.

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#### V. THE RESULT OF THE CONTEST,

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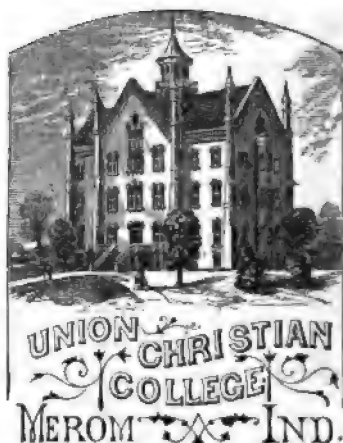
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# THE REUNION.

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79th Sess.

LEBANON, WARREN CO., O., AUG., 1875.

No. 1

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## A QUARTERLY LETTER TO TEACHERS

FROM R. H. HOLBROOK, ASSOCIATE PRINCIPAL, NATIONAL NORMAL SCHOOL.

### *My Good Friends, Teachers:*

Normalites abroad, Normalites going forth and Normalites at home, are responsible for this letter. It appears at their urgent request. It is for their especial use.

When the mountain did not go to Mahomet, Mahomet went to the mountain. We can do better. We live in the age of a faith that moves mountains. Since *all* Normalites can't come to the "Reunion" at Washington Hall, we intend to take "THE REUNION" to every Normalite in the land, far or near, past, present or prospective.

"THE REUNION" will appear (will be held) quarterly. It will be published (doors are open) at the close of each long term, at Lebanon (at Washington Hall). It is entirely free to all Normalites, (no charges for admission) Send us your names and post-office address good friends, and "THE REUNION" shall be sent to you. (You are all invited to attend the Reunion.) Send also the names of your acquaintances. (Bring your friends.) Tell all the news about yourself and everybody else. (Be sociable.) Make free use of us to introduce you and your friends. (Don't be "wall-flowers," but "promenade.") Send us occasional contributions. (Suggest something for the "Programme.") Cheer us with your kind wishes and happy words (Applaud heartily, but please don't stamp or whistle), and we promise that "THE REUNION" shall be such as Normalites alone have ever experienced.

Seriously, friends, we (you and ourselves) need an "organ." Ever since the merging of the "NORMAL" into the "NATIONAL TEACHER" we have heard nothing but regrets that the Normalites were without a medium of professional and social communication; and appeals that something be provided to meet this need, are persistent.

Normalites have a peculiar and special work to do which must draw its support, encouragement and direction mainly, if not entirely, from within its own limits. As true Normalites, we assume certain principles for our guidance. These principles are axiomatic, resting firmly on personal liberty and personal responsibility. They are nourished by an abiding faith in the original goodness and improvability of human nature, and draw an unfailing vitality from the inspiration and enthusiasm of the Great Teacher. Actuated by these principles, strengthened by this faith, incited by this up building power, the true Normalite may always be known by certain marked characteristics.

Among these is: first, a *conscious individuality*. He counts himself one. He will never admit or confess that he is a cipher. In every relation he feels himself a unit. If he is at a teachers' meeting, *he* is there. If there is a part to be taken by the members of the meeting, he is always *one* member of that

meeting, and takes the part of that member. If he is in a class with other pupils, the almightiness of no professor is sufficient to de-individualize him. He will recite. If not called upon, he uses all proper means to obtain the privileges of asking questions and expressing his views. If in a debating club, he is ready when his time comes, and always knows that his special time is when the others are cowardly modest or stupidly lazy. To such commonplace shafts, as "Conceited!" "Opinionated!" and the like, he is totally impervious, knowing that they are the certain heritage of all the energetic from all the lazy, envious and malicious. He feels with an inspiring dread that the moment he ceases to be a recipient of such epithets he becomes himself a dispenser of them.

Again, a good Normalite not only reckons himself an individual, but determinedly believes, insists and practices, that every one else is an individual. Next to the consciousness of himself, and above it, is the consciousness of his fellow. Right along with his immovable faith in his own mission is a persistent confidence that every one of his fellows has a mission. As he never doubts his own purpose to will and to do, he never ceases to believe that every one else can; nay, does will and do. Does he hope much for himself? so does he for others, and according to his faith is it always unto him.

But the crowning characteristic of the genuine Normalite is his consciousness of Something higher than himself, to Whom he is humbly, devotedly, sincerely faithful. He has in himself a higher Ideal toward which he ever strives, beyond which he never gets. This Ideal he realizes with a keener sense and with a deeper feeling than he does his own, or his neighbor's personality. He may fail, his neighbor may fail, but this dependence never fails. This hope makes strength out of his own weakness, extracts success from failure, and out of death brings forth life eternal.

Inspired with these principles, possessed with these characteristics, we may well say that the Normalite has a special work, which needs special encouragement and which, above all, craves that upbuilding which comes alone from sympathy, appreciation and co-operation.

As a channel through which all these may be received, distributed and maintained, we now present "The REUNION." Take it friends, and welcome.

## Some Points for Young Teachers.

**TO PREVENT TARDINESS**—Read a chapter each morning from "The Arabian Nights," or some other healthy work of fiction which the pupils will read whether they ought to or not, and which they should read whether they will or not.

It is the teacher's duty to *direct* the energies of his pupils. Most especially should he attend to this duty where there is the greatest liability to mischief. We all read fiction. The bible itself would be less charming without its parables and allegories. Yet a perverted taste in this direction is calamitous. Compulsion or ignorance leads children to the formation of bad habits in reading. Either they are compelled by unreasonableness of parents to enjoy in secret cheap stuff which they would readily exchange for good reading if it were supplied, or, having no one either to interfere with, or to direct their reading, they ignorantly choose the cheapest and most accessible, which, too frequently, is the worst. The teacher can and should correct this. If in doing it, he can also prevent tardiness—he indeed kills two large birds with one stone.

## Home Matters.

We are just at the close of our summer term, and under tremendous headway for "short session." To say that the year, and that this term particularly, has been delightful, lively and prosperous, would be to echo exclamations as common as weather compliments. Just think, friends, during this year, not yet closed, we have numbered nearly 1,500. This term marshalls something near 700. You know how merry and busy Normalites always are. As we have been, so we are, only a little more so. But to show you how busy we have been, I shall give you the programme of the term, just as we have been working, not up to, but—way above, it.

### THE DAY'S PROGRAMME.

**SEVEN A. M.**, *A. Holbrook* has training at Room 4. This class has been in the charge of *R. H. Holbrook*, in practice, up to the last four weeks of the term. When "The Professor" took it for "management." It is a splendid class, one of the largest ever formed in this subject. *Mr. Harper* has a brisk Arithmetic class, *Ray's Higher*, in R. 3. It is one of the two sections of the class beginning *Ray's Higher* this term. *Miss Irene Holbrook* has a cozy Virgil class in R. B. It is composed mostly of Scientifica, who began Latin this year, and have read this term a book of Virgil.

**GENERAL EXERCISES.**—I wish there were room and space enough to tell all about General Exercises. The attendance upon them has been better than in preceding years, owing doubtless to the arrangement inaugurated by the Principal, of having a short speech from one of the teachers each morning. We have always been in a constant state of wonderment and thankfulness, over the regular and full attendance upon these exercises, under our purely voluntary arrangements. I am sure they are better attended than the "Prayers" of most institutions, where attendance is compulsory. I have tested this matter in one instance, and know it to be so.

During this last term, general exercises have been varied with the "called-out" speeches of various Normalites, (who are always heartily welcomed with their good words of cheer and success;) by unusually good music from the choir, by the usual advertisements, (which sometimes are productive of much merriment;) but most of all by a cheerful good order and appreciative attention.

**NINE O'CLOCK.** This is the Grammar hour, you know. Could you see the huge class which remains at the Hall, you would know that the teacher of that class has every day a larger audience than has any speaker at the State Association. The class is now under the crisp direction of *A. Holbrook*, who took it from *R. H. H.* during the last three weeks, for the drill in analysis, and to give him, (*R. H. H.*) time to write what you are now reading. The frequent examinations of the written lessons, of this large class, show that vastly more thorough work has been accomplished, than is usually in ordinary Grammar classes of 20 members. This class enrolled 350 this term. The first class under the direction of *Miss Allie Johnson* at R. 4 claims to know all that is in *Holbrook's Training Lessons*, and are prepared to be the leaders of the "Big" class next term. *Miss Mary Owens* has an advanced class in Rhetoric in R. 3, which promises to introduce a new era into the Literary History of the Normal School. Mary has been very successful in her management of this department during the whole year. Much interest has been excited by giving the members of the class "finals" to be spoken or read publicly, at the close of each term. One of her classes last term, wrote a novel. Title "Unto the last." The chapters were written respectively by the members of the class,

## THE REUNION.

and so popular was it at the public reading, that the class had it printed, and cleared expenses by its sale. I expect you can obtain copies of it now if you write to Mr. Kinsey. Miss Irene's Sallust class is a good one, she says. Worthen's Engineering class show that they know what they are about, by doing all sorts of jobs in their line, for the city corporation. Miss Anna Holbrook has the beginning Latin class at R. A. She says this is the "smartest class" she ever had. It is composed mainly of prospective Scientifica, and you know they are always the sharpest young folks in the preparatory department; their name is legion too.

**TEN O'CLOCK.** Mr. Darst's Arithmetic class, is the "large thing" of this hour. Composed mainly of teachers, it slashes without mercy, the latter part of Ray's Higher. Miss Irene has the Classics in Thucydides, and in a nice quiet way that author is being taken by gradual approaches. He is to surrender in one or two days, another of Miss Mary's Rhetoric Section is at work at "finals." Mr. Harper's other section in Arithmetic fills Room 4, not only with its members, but with jolly times. Mr. Worthen's Geometry class at the Hall is not very large, but very good. At Room 1, Miss Allie's Rhetoric section are enjoying themselves; it is "the nicest little "section" in the school. An Algebra class which began Schuyler's this term, is now in Equations, of 2d degree. It recites to Miss Annie at Room "A."

**ELEVEN O'CLOCK.** This is Algebra hour, you know. Miss Allie, Mr. Harper and R. H. H. are showing with the aid of some bright pupils, that there is no mystery whatever about X and Y. Miss Allie is sure she has the best class; Mr. Harper knows he has—and R. H. H. never had a better class than the one which is now studying Sturm's Theorem. The Tacitus class reciting at this hour, to Miss Irene are satisfied that they know that Tacitus knew what he was about when he wrote those histories.

**TWELVE O'CLOCK—Dinner.** Normalites eat as they work. There are some twenty-five "clubs." Board is at from \$1.00 to \$3.00 per week. Nothing can equal the jovial times at the meals. If you don't believe it, get *R. M. Mitchell* to invite you to Mrs. Baker's Club, or Jennie Hoyt to give you a motherly "invite" to Hinkle's, or go with Lizzie Bowles and Sallie to Mrs. Dilla, or, well, you would know better than I can tell where to go and what to expect.

**DAILY PRAYER MEETING**—At one o'clock, is a quietly running stream of pure enjoyment, in which a goodly number refresh themselves each day. You are "remembered"—be assured; don't forget us and our "sweet hour of prayer."

**ONE AND A HALF O'C.** The Scientifica are astronomizing. Though trying to be concerned entirely about heavenly matters, they evidently cannot resist the earthly consideration natural to young folks, who "are to know" in a few days, how much part they are to take in commencement exercises. But they are happy and hearty. A brisk Caesar class meet Miss Irene in Room B. Another Rhetoric (History) Section attend on the ministrations of Miss Mary. Miss Allie, also, has a Rhetoric class at R. 1. Mr. Loer's Penmanship and Drawing meet on alternate days, at this hour in Room 2. Mr. Loer has been a grand success this year. The interest and improvement of his pupils, is a matter of general comment, particularly by Southworth, who you know grows more amiable and refined, as Mr. Loer's success and popularity increase.

**TWO AND A HALF O'C.** A section of Mr. Darst's advanced Arithmetic settles (they say) everything which stalls the 10 o'clock section. The rivalry between the sections of the same grade, is productive of all sorts of good feeling and emulous exertion. Another Rhetoric class meets Miss Mary. Mr. Harper has one of the grandest Geography classes. He had to move to the Hall, where he invited all the school. They seemed likely to go.

The Scientifica are doing Chemistry handsomely, under the direction of Mr. Stevens. The interest in the practical work of the laboratory has been most excellent. The folks are all proud of the work they have done for themselves

under their young teacher—they ought to be, too. At the Academy, in Room 3, a beginning Algebra class meets Miss Allie. They have laid a solid foundation out of Ray's First Part, upon which they propose soon to rest a splendid superstructure out of Schuyler.

**THREE AND A HALF O'C.** The "Book-keepers" of Mr. Darst's Commercial Department, are obtaining a theoretical view of gain and loss. The class is quite large and prosperous. Indeed this department has been most admirably sustained. The "Normal Commercial Course" is now as attractive to young men and women, as it was just at the close of the war, when there started up so many Commercial Colleges, which have since gone down—Mr. Darst is entitled to much of the credit. Another Rhetoric section meets Miss Mary at Room A. Philosophy meets at Room 4, with Mr. Harper. Their outlines are splendid. Surveying meets Mr. Worthen at this hour. Penmanship and Drawing again with Mr. Loer.

**MUSIC, 6½ O'C.** We have been having a regular revival in Music. Mr. Marshall holds the baton, and has, we can say, without any disparagement of preceding teachers, started and kept up a higher interest in Music, than has before been known in the school. The special evidence of this is at General Exercises, where the choir, under his leadership, discourses Music so sweet and enlivening, as to provoke frequent and appreciative applause from the listening school.

**SEVEN O'C.** This is debating hour. There are thirty-five debating sections in the school. The debaters of the preparatory department are under the direction of Mr. Stevens, and the enthusiastic work and improvement accomplished, is very gratifying to all—teachers and pupils. The Scientifics debate on Friday; they have settled beyond resurrection or amendment, or reconsideration every important question of the day. There are some very superior debaters in the class, but I don't dare to mention names, since so very few could be pronounced inferior. The Classics meet on Tuesday evening. Their debating hour is the occasion of a recherche literary gathering, which enjoys the highest and best.

**BOTANICAL SECTIONS.**—Numerous clubs for outdoor work under the leadership of Scientifics are in successful operation. By this arrangement many who have never studied Botany can now analyze plants easily, and are familiarizing themselves with the Flora of this region.

**GEOLOGICAL SECTIONS.**—In the same manner sections for outdoor work in Geology have been organized. The cabinets formed of good minerals and fossils, found and labeled are the best kind of evidence of the success and profit of this kind of school work. But the hygienic effects of frequent excursions would sufficiently repay the members of these sections for their labor.

**REUNIONS.**—Our Reunions have been decidedly better this year than ever before. Our number is so great. The Hall has been always perfectly jammed, but we promenaded notwithstanding. I can't see how they could be more pleasant socially. We have had this year an unusually full quota of attractive and beautiful young ladies, whose presence and graces have made the Reunion simply irresistible to the "other side of the house." But besides the social feeling, the programmes of entertainment have been very "taking." I am sure that we have all paid for entertainments which were not near so pleasing as have been the "extemporised" programmes of our Reunion. The success of this feature is entirely due to the aid and interest taken in it by the members of the school. The following is the Programme of the last Reunion:

1. Reading of *Thanatopsis*, by Mr. Curl, of the Elocution Class. 2. Duet. *Two Merry Girls*, by Misses Mitchell and Howard. 3. A Ghost Story, by Mr. Roadarmour, of the Scientific Class. 4. Tableau. *The Toilet of Death*, by Miss Bozan. 5. Extract of Opera, by Misses Irene and Anna, Mr. Marshall and R. H. H. 6. Tableau. *"Three Greenhorns,"* (three horns painted green.) 7. Ethiopian Drama, by Mr. Boncher, Mr. Davis and R. H. H.

8. Tableau. "Woman's Rights," by several ladies. 9. Music. 10. Tableau. "The Goddess of Liberty," by Miss Anderson. Since the Reunion was on the third of July the hall was beautifully decorated with flags, under the direction of Miss Anna. On this occasion we were visited by a great many of our citizen friends.

**INSTRUCTION IN DEBATING AND LITERARY PRACTICE.**—It is safe to say that no school in the country gives so much valuable instruction in Debating and English Composition as does the Old Normal. You know that in most institutions these are not provided for at all: what is done being accomplished by the pupils in voluntary organizations called societies, formed and sustained at the expense of the pupils. With us, the most expensive and competent ability is furnished to manage these departments, and the management is such as to teach pupils to speak and write by *practicing*, speaking and writing under the direction of skilled teachers, not by memorizing the humdrum of some text-book. You would delight to see the transformations made in our Rhetoric classes, and in our debating sections in eleven weeks. Grades in these subjects are given in all our certificates.

**NATURAL SCIENCE.**—The Scientifics of this year have sustained a very commendable interest throughout the school, in this line of recreation. Beautiful cabinets gathered during the year are in possession of many. The preparatory department partakes of the enthusiasm and the rock in this neighborhood which escapes the hammer of the excursionists must be far away, deep in the earth or very worthless.

**THE NATIONAL NORMAL SCIENTIFIC ASSOCIATION.**—This is an organization of teachers and pupils of the school. It is intended to encourage and facilitate exchange in geological materials. You should be a member of it. You can become so by sending to *Mr. O. P. Kinsey* the price of one or more shares at fifty cents each. You receive discount from all the materials you may wish to purchase or exchange for, according to the number of shares you take. Or the association will accept a donation of a hundred thousand or two with which to build a handsome cabinet building. The association is quite prosperous, being entirely out of debt and having a balance of *some fifty dollars* in the hands of the treasurer. All of its receipts are expended upon its rooms and cabinets. If you have any minerals or materials of Natural History which you would like to donate, do not fear about their being accepted. Send them along and attain the glory of an honorary membership. The museum of the association is in the little frame just west of the Lyceum. Mr. Loer is its curator, and a faithful watcher over its interests he has been. The association is also under great obligations to *Mr. Kinsey* for the personal interest he has shown, and for the gifts he has bestowed upon it, and especially for funds, (obtained from a lecture delivered by himself,) to be devoted to putting in shelving and glass doors, &c. Send in your membership fee, friends. Election of officers takes place commencement week.

## IMPROVEMENTS DURING THE YEAR.

Each year must give some positive evidence of progress or we fear that we are falling behind. For this year the new features are very decided.

**THE CLASS CRITICS.**—Each class appoints a critic for the hour's recitation, whose duty it is to note inaccuracies of language, inelegancies of personal appearance and violations of parliamentary usage. A few moments before the close of the recitation the "Report of the Critic" is called. Having made his report the class is called on for general criticism. It will be remembered that the teacher is subject to criticism and is criticised just as freely as any *other member* of the class. The improvement in language and in general personal appearance resulting from this plan has made it exceedingly useful.

**THE FINALS OF THE RHETORIC CLASSES**—Miss Owens aroused such enthusiastic and praiseworthy effort in her Rhetoric class she determined that the public should be a witness of it. Accordingly *themes* were assigned members of her class upon which they delivered original speeches. This giving some special public recognition to the work in this direction encouraged multitudes to join her classes. Now all the Rhetoric classes have their public "Finals," and the public take great satisfaction in hearing them, which proves what they are.

**HISTORY DRILLS.**—Another *new idea* of the year is the History Drill, given by R. H. H., at Washington Hall, on Saturday afternoons, at 4½-5½ o'clock. The teacher placing an out-line upon the board, the pupils copy it. This occupies about half an hour. The remainder of the time is given to a discussion of the events out-lined—the object being to bring them out in their proper relations and importance. These out-lines shall appear in the "REUNION." We outlined this term, the whole History of the United States.

In addition to this exercise Miss Hardy, teacher of Letters and Composition, assigns topics from the outline on which consecutive essays are written. A closing exercise of her class in United States History, was the reading in public of a complete History of the United States, by the members of her class, each member writing and reading in his own portion.

**THE USE OF LIBRARY.**—Still another improvement has been made in this direction. We have always secured such interest in different studies, as would impel the pupils to frequent consultation of the reference works of the Library; but during this year, at the instance of the Superintendent, the teachers have given special attention to this portion of their instruction, so that we can say that our Library has never before been so generally and thoroughly used.

**UNION DEBATES.**—Mr. Stevens has added much to the interest in his work, by appointing "Union Debates" at the close of each term. That is, all the sections are invited to join in the public debate of some questions. Thus public recognition is obtained for excellence in this department.

**GENERAL SUPERINTENDENCY.**—The greatest step forward made by the school during any one year, we feel, has been accomplished during this year, in the re-arrangement of classes, which enables our Principal to give the most of his time to Superintendency, rather than to teaching. How this has resulted in harmonizing, systematizing and unifying the work of different teachers, can be realized only by those who are familiar with both arrangements. The subordinate teachers have especially felt the beneficial effects of this change. Frequent teachers' meetings, conducted by the Principal, have served to give great help from mutual suggestion and consideration of this or that plan, as undertaken at the instance of the Principal, and reported upon by this or that teacher. We think this has also helped to make the teachers more thoroughly acquainted with their pupils, and so to produce mutual understanding and good feeling.

So you see, friends, we are still on the march forward, and you can well imagine when we cease to improve we feel that we are stagnant, and stagnation with any Normal teacher is death.

## OUR PUPILS.

There is no school whose patronage can begin to compare with ours as to excellence in quality—and quantity, too, for that matter. On this, as well as many other items about our school, we hesitate to say, all of what we know is truth, lest it should be concluded that we are very much given to boasting. But when we say that ours is the most amiable, most appreciative, the most industrious and the most successful body of students in the country, we say what we know, so far as we can know anything, is the



truth. We are blessed with a continued spirit of happy industry, of honorable generous good feeling, which makes the contemptible "college tricks," of which teachers and pupils are so frequently the victims, totally impossible in our midst. The prime cause of this is the gentlemanly and lady-like character of our pupils. Another cause is our voluntary regulations. We have no rules; each pupil is permitted to be the gentleman or lady, that he or she is, and is not forced by a multitude of foolish rules into perpetual violation of all rules of decency, in order to prove himself "smart" and "lively." Another great help towards good order is found in our dormitory system. We have found large buildings a nuisance. They are great breeders of noise and confusion. We have therefore made our dormitories small. Besides this, our pupils board throughout the town in private families. That this system is best, we have thoroughly proved, and we warn those who attend school, that they make a great mistake if they consider large dormitories any thing but a misfortune. Now, if to these three considerations, you add the influence of an enthusiastic, energetic, good humored faculty, you have the main reason why our scholars are such happy hearty hard workers, and why they continue to come in such crowds.

### OUR TEACHERS.

As you all know, friends, our teachers are always selected from the great numbers trained here, for the special fitness for the posts assigned them.

Mathematics, Natural Science, Language, English Literature, Training for Business and Teaching, each requires special gifts and peculiar adaptation of that teacher who expects to manage his subject with such surpassing interest, as to carry all his pupils with him, and to inspire them with the degree of enthusiasm, which controls himself.

Never in the history of the school have we had such success in the happy adaptation of teachers to their respective positions.

We could easily reduce the price of tuition, by hiring cheap teachers, such as we *know* are employed in the other independent Normal Schools; but we prefer to employ none but the best talent, knowing that cheap teaching is the most expensive of all purchasable commodities. Besides, the difference in the tuition (even though it is free,) is a small item in comparison with other expenses, especially if the value of time be considered.

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## Commencement.

The following are the graduates in the Scientific course: Bateman, D. T. Baker Ida. Bowles, Lizzie. Cain, J. W. Compton, J. C. Clark, Hettie Currens, Sallie. Eudaly, W. A. Gardiner, Chas. Harper, W. F. Hoover, Florence. Harsha, W. M. Hoyt, Jennie. Judkins, J. W. James, W. W. Liggett, A. N. Lostutter, W. F. Mitchell, R. N. Mitchell, R. E. Myers, Wm. McKee, W. A. Milner, J. C. Messmore, Cynthia. Neff, Ida. Orr, T. E. Roadarmour, A. L. Rea, O. A. Reed. E. C. Radoliff, Belle. Slayback, J. C. Taylor, W. S. Thompson, C. M. Townsley, S. S. Trimble, Sallie. Ulrich, Levi. Ward, Luna. Yeager, M. F. Youngs, Cyrus. Thirty-eight graduate out of a class of forty-four.

The following are the classic graduates: Harbaugh, H. W.; Harriman, S. F.; Owens, A. H.; Pampel, Mary; Park, B. H.; Worthen, G. W. All the candidates graduated.

We expect a glorious commencement. Word is coming from a host of friends that they expect to be here. You may expect grand things from the graduates, and a hearty welcome from everybody.

SCIENTIFIC EXPOSITION.—Wednesday, August 18th.

ALLUMNIAL MEETING, will be held Wednesday Evening. Mr. Kinsey is the orator of the evening. He will give us a very fine address.

SCIENTIFIC THEMES.—Thursday and Friday Forenoon, August 19 and 20.

CLASSIC THEMES.—Friday Afternoon and Evening, August 20.

## The Teachers' Association.

### NORMALITES AT PUT-IN-BAY.

Some one had to go. We were detailed. We went—much against our will, too. Yet we made the best of it, knowing how much fun we should have, and how many good friends we should meet, to say nothing of the professional profit, which it is expected should be derived. There was a host of Normalites there, and of those who are not Normalites, probably some three or four hundred. We put up at the "Put-in-Bay House" of course. A teacher who makes the acquaintance of our genial host, Col Sweeny, and don't "stop" with him ever after, either has'n't the "taxes" or can't get a room. Everybody stopped at the Put-in-Bay House; one must be where "they all are." "They" are always at the Put-in-Bay House, therefore every one must stop at the Put-in-Bay House; consequently every one did, and that is what we said before. Hardly had we landed, when, whom should we find but *Dora Lieuellen*. She became "one of us" at once; next we captured *B. B. Hall*, and then captured a dinner—a good one too. We ate so much, the waiters turned pale. They were colored to begin with whenever after that we came into the dining-room, all of which was Hall's fault, or Dora's, or our own. Some one was to blame. This was Tuesday, June 29th. During the afternoon we "did" the Superintendent's Meeting. It was good, very good. The only wonder is there are so very few Superintendents, that is if one is to judge from the number that speak. We could count them on our hand and not use the thumb, and one of them is not a Superintendent at all, but a College President—he is one of the best, though.

Did we go rowing?—most assuredly. We can't tell about every time of this kind any more than we can tell about every time we ate; either subject would be too much for one paper, especially since *Laura Green* had become a member of our circle. This, as to rowing, not eating. She is a gallant sailor-ess, Laura is? We had an adventure. *H. P. Dayton* had been welcomed by a jolly "shake" into our Normal Squad. He, Dora and a very pleasant gentlemen, (*Dora* says,) taking one boat; *Laura*, *Miss Hayward*, (of the Lebanon Public Schools, not a Normalite, but almost as good as if she were,) and the dignified editor of "the REUNION" taking a second. Who did the rowing? Dayton knows that he was squarely beaten in a race, and so will not tell you that he was rowing at that time; modesty forbids the mention of who was rowing in the other boat; it might he said, though, it was either *Laura* or *Miss Hayward*, or the Editor. Oh the beautiful water—so soft, so clear, so warm, so plenty, so fascinating! No wonder old *Cleombrotus* chose the water when he resolved to test *Plato's Phædon* by death. The lake is as placid as the

countenance of a happy mother. Unresisted we glide; the sun is setting glowingly; the broad beautiful blue lake is before us; the songs of other parties meet those of our own in mid-lake. But now, we are out of the harbor, a fresh breeze is blowing; the lake is agitated; exclamations of delight are again and again repeated; these are the bounding billows, over which our little skiff seems to skip; these are the swells of which we have heard so much; up we go, now down—how lovely! But what is this unrest, this abdominal disquietude? The going up is delightful, but the coming down! It is as if the outside were coming down and the inside staying up. How changed! the water is not delightful—it is miserable; it is not placid as the countenance of a happy mother; it is treacherous as the beauty of a woman; it is not smooth—it is rough and angry; it is not clear and lovely—it is sickening; it rages and howls for a sacrifice; it lashes the boat with commanding threats for one's supper. The whole system seems to be preparing itself to meet the watery demands. Oh how changed; instead of that aching void which before supper sought to be filled, there is now an aching fullness, which seeks to be emptied. In vain one rebels; in vain one thinks how undignified; in vain is the position changed; in vain we wish that we were on land; in vain the resolutions never to go on the water again; in vain the brief moments of treacherous comfort; the water yells all the louder, and one's inwardness is the more determinedly responsive. Finally, in spite of "looks," in spite of pride, in spite of desperation at tauntingly unsympathetic friends, the sacrifice is made; and totally regardless, the stomach is made to "give up its own."

Now, friends, do not understand from this, that any one of us was "sea-sick." We one and all indignantly repel the charge. This was not the adventure. That was a deed of heroism, a glorious exemplification of devotion to one's friends, of peril, of gallant rescue, of happy escape, of joyous congratulations, and excited and repeated rehearsals of every incident. All this in regard to *our* boat; but modesty again forbids that we should do more than suggest. If those in the other boat received our account with envious skepticism, how can we expect the world at large to appreciate? We therefore withhold.

The Association was more numerously attended than ever before. The addresses were excellent; the discussions were wearisome. In this regard, our association is becoming one-sided. A few monopolize the time, unintentionally of course. Good men and able, but in inevitably tiresome, when so persistently on the floor. Large guns should be content to accomplish at one fire, what smaller ones do at many.

We Normalites made things merry and profitable. For us it was more a reunion than an association. Let it be so always, friends. You who were not there this time, meet us next year, and let us "re-unite."

## Whereabouts of a few Normalites.

An additional list of former pupils will be made out for every Reunion. Send us all necessary information, friends:

Allen, F. M., graduate of '72, Superintending at Bloomingburg, Ohio. Bateman, J. K., is teaching at Elmira, Solano Co., Cal.; having good success. Salary, \$80 per month in gold. Bateman, J. M. II., teaching at San Bernardino, Cal. Good success. Salary \$75 per month, prospect of \$100 next year. Buchanan, J. A.; farming at Pekin, Ill. Barr, E. J., teaching at Dalton, Clark Co., Ohio. Salary \$500. Barr, B. L., law student at

Springfield, Ohio. Bennett, H. L., after about eighteen weeks stay at the Normal, has gone home. His address—Harlem, Delaware Co., Ohio. Bulla, B. N. and Consuela Longley, were married on last New Year's Eve. Are living at Linwood, Hamilton Co., Ohio. Beery, J. R., a graduate of '74, in business department, is now an insurance agent at a salary of \$300 per annum. Address, Logan, Ohio. Batson, Wm., farming at present. Address, Centerville, Mont Co., Ohio. Booth, C. B., classie '74, Principal of Sedalia School, Mo. Salary \$1,000. Married Clara Van Fleet, Scientific '72, last Winter. Best, D. R., married a Baltimore lady last Spring, and moved to Wisconsin. Burnhan, F. E., will teach at Bethany, next year. Salary, \$55 per month. J. C. Slayback once taught there. Behymer, A. J., taught at Kokomo, Ind. Buell, Rachel, is at her home at Rushville, Ind. Binford, Jno. H., graduate of Scientific class, holds an Institute of five weeks at Greenfield, Ind., commencing July 25. He has been County Superintendent for two years, in Hancock Co. Ball, D. M., will teach next year, at Milton, Wayne Co., Ind.

Coyner, J. W., Principal of Belleview School. Salary \$1,200. 517 pupils; 7 teachers. Crippen, L. C., associate Principal Ohio Normal Institute. Cort, A. B., of Rochell, Ogle Co., Ill., has been Principal of Ashton Schools. Salary \$85 per month. Campbell, W. H., Pastor of M. E. Church, Eddington, Rock Island Co. Ill. Salary, \$450. Miss Mary E. Cook Harmer, Washington C. H., Ohio. Graeger, A. O., been teaching near Dayton. Salary \$2.25 per day. Craeger, H. L., been teaching. Salary \$3 per day. Address, Dayton, Ohio. Clark, Luella, has been teaching music at Lock Haven, Pa., and is a splendid success. Crosier, A. A., taught eleven terms at Loyal Oak, Summit Co., Ohio, and is engaged for two more at same place. Salary last year \$700. He has the most advanced school, considering the age of the pupils, in Summit Co. The effects of a thorough Normal teacher. Cnal, E. D., goes from here to New Garden, Ind. Crites, E. L. surveying at Elida, Ohio. Crites, S. D., teaching at Elida, Allen Co., Ohio.

Davis, C. M., teaching in Clark Co., Ohio. Salary \$500. Address, Christiansburg, Champaign Co., Ohio. Decatur, V. S. physician at Addison, Ohio. Dawson, Jas. M., is teaching a select school at Harrisonville, Ohio. He is a Scientific graduate of '74. Address, Nairn, Scioto Co., Ohio. Dodds, Robert, is teacher of common school. Salary \$120 per quarter. Married. Address Scioto, Scioto Co., Ohio. Dye, Wm. farming at Troy, Ohio. Drake, J. W., selling Dry Goods and Groceries at Louisville, Ohio. Davisson, O. F., law student at Dayton, Ohio. Duncan Laura, became Mrs. Rev. J. C. Bruce, more than two years ago. They live at Beaver, Pa. Davis, B. F., Prof. of the Mathematics at Grandview Academy, Louisa Co., Iowa. Dunkle, Isaac, expects to teach in Fairfield Co., next Winter.

Edwards, J. W., has abandoned teaching, married and gone to farming at Mitchell, Ind. Elliott, A. C., Bellefontaine, Ohio, agent for school furniture. Ebrite, Jas., merchant at Zanesfield, Logan Co. Ohio.

Funk, J. P., is superintending the schools of Corrydon, Ind. He will also help conduct a six week's Institute during the Summer. French, J. M., is a medical student, at Burlington, Union City, Vermont. Fuson, F. S., engaged for next year at Lewisburg Ohio. Funk, A. L., assistant Principal of Valley Normal School, Va. Fuson, Eva, remains with her brother at Lewisburg, next year.

Gring, Carrie, E., Poland, Clay Co., Ind. Gard, Prince Albert, of Bowlesville, died May, 1876, of consumption. Gard, Jennie, married a gentleman named Buck, about a year ago. They are living in Indianapolis, Ind. Green, Laura, Teaches at Sharon, with Slayback, J. C. next year.

Gamble, R. K., married last year. Working with map-company. Surveying. Salary \$100 per month.

Holton, Abbey, Plymouth, N. H. Hamilton, B. I., Superintendent of Madison Co., Ind. Married last Winter. Hilton, Ella, teaching at Troy, Miami Co., Ohio. Huron, S. F., brother of Kate and Mary, is attending the crops at Avon, Ind. Hall, B. B., has been teaching at Republic. Salary \$1,200 per year. Hale, Luther, dry goods business, Rigdon, Ind. Heise, J. L., of Circleville, Ohio, expects to remain here next year, and take Scientific course. Hall, Mattie, J., will teach near Kalida, next Winter. Haynes, E. D., teaching at Spencerville, Ohio, married Miss Mary Bowyer last Christmas. Helorum, P. L., taught a good school near Kinton, Ohio. Had very good success with Holbrook's Grammar. He has written us a good long letter. Let others do likewise. We like to hear from you.

Jenkins, S. S. teaching, Dialton, Ohio. Salary \$55 per month. Johnson, F. L., has been teaching the Woodstock School. Address, Mingo, Ohio. Gordon, Chas. is farming at Royalton, Ind.

Keller, P. M., West Mansfield, Logan Co., Ohio. Kennedy, W. H., graduate of '71 session, is farming at Lewisville, Monroe Co., Ohio. Kingsley, Lewis, Mechanicsburg, Champaigne Co., Ohio.

Laskrime, S. M., tailor, Franklin Co., Ohio. Lippencott, C., married, and lives in Degraff, Ohio. Lind, G. D., physician at Lind, Hamilton, Marion Co., Iowa. Lafferty, Emma, has gone home, and is teaching. Lewis, Ford, Principal of a school of three departments, at Wilkshire. Salary \$450. Lieuellan, Dora, teaching near Dayton, Ohio. Leonard, A. S., has been attending Lane's Seminary at Cincinnati. Is now spending vacation at his home, in Parkersburg, W. Va. Lyon, A. V., engaged in literary pursuits and is tutor to a few young men. Has beautiful rooms on 5th Avenue, a short distance from the 5th Avenue Hotel.

Murray, J. C., classic graduate of '74. Superintendent of Lebanon, Ohio Schools. Salary last year, \$1,200, next year \$1,800. McCune, A. J., is County Superintendent, of Jackson Co. He is a granger, but an earnest advocate of better schools. His address—Medora. Myers, F. M., is practicing law at Greenville, Ohio. McCright, Principal of Oakland School. McCright, M. M., teacher at Sand Ridge, near Lafayette. Salary \$60 per month. Miller, M. E., student of '72, is Principal of Jintown Schools. Salary \$600. Address, Groomsville, Ind. Mason, Eliza, West Jefferson, Ohio. Meade, David, Principal of graded School in Eugene, Vermillion Co., Ind. Salary \$40 per month. Meade, G. F., teacher at Maumee City. Salary \$90. McConnell, J. B., taught the Genntown School last Winter. Moore Allen, is book-keeper in store, Richmond, Ind. Masters, Jas., teacher in Franklin Co., Ind. Morris, Hattie, lecturer in Sunday school work, New York City, has attained great celebrity. Mather, D. L., in the general stock-trading business. Address, New Garden, Ind. Mendenhall, A. G., teacher in graded school, Xenia, Ind.

Pyle, Hattie, Jersey, Licking county, Ohio. Pool G. Degraff, Logan county, Ohio. Pike, D. D., taught in Washington Township, Hendricks county, Ind.; expects to be at the Old Normal next Fall; come and welcome.

Richenbaugh, A., Principal of Valley Normal School, Bridgewater, Va. Runyan, A. B., married and studying law at Butlerville, Ohio. Ruggles, Thos., taught one of the schools in Warren, Ind., last Winter; address Mt. Etna, Ind. Ryden, H. C., of Vandalia, Ohio, has been teaching for two years near Dayton salary \$3.00 per day; present occupation, agent for Windmills. Runyan, Levi, Catawba, Clark county, Ohio.

Sample, C. W., student of 1872, Principal of Sharpsville Academy, Tipton, Ind.; salary, \$800 per year. Shepherd, Oscar, is teaching at West Alexandria, Ohio; salary, \$650. Slayback, L. N., been teaching at Chester; salary, \$80 per month. Searl, Matthias, teacher in common school; salary, \$150

per quarter; married; address Iron Furnace, Scioto county, Ohio. Spurgeon, J. O., is teaching in Grant County Normal School; address Sweetser, Ind. Spurgeon, J. W., of Sweetser, Ind., is teaching common school; salary, \$50 per month. Shank, J. C., Ottawa, Ottawa, Putnam county, Ohio. Seitz, Daniel, Kalida, Putnam county, Ohio. Slayback, superintends the Sharon school. Slack, C. H., teaching at Stockton, St. Joaquin county, Cal.; salary, \$90 in gold. Smith, B. L., studying for the ministry at Bethany College, W. Va. Stafford, Mrs. Laura, teacher in Tippecanoe schools, Lafayette, Ind.

Thorn, Alice V., has been principal of one of the schools of New Castle, Pa. Thompson, J., Professor of Penmanship at Grandview Academy, Louisa county, Iowa.

Watson, J. W., has been teaching with good success at Philo, Champaign county, Ill. Winner, Isaac West Mansfield, Logan county, Ohio. Williams, Nettie, Mt. Victory, Ohio. Watkins, Robert, Pickrellton, Ohio. Wetherson, David, of Xenia, Ind., deceased. White, Lizzie, teaching at Lettsville, Louisa county, Iowa; \$50 per month. Wheatly, Lizzie, teaching; address, Centerville, Mont. county, Ohio. Williams, O. W., dealer in music, Indianapolis, Ind. Whitehead, Lizzie, Rome, Perry county, Ind.

Zeigler, E. G., North Hampton, Clark county, Ohio; salary, \$50 per month.

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## Experiments in Natural Philosophy.

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### MADGEBURG HEMISPHERES.

These usually cost from \$5 to \$10. They can be obtained for \$1 from O. P. Kinsey, Lebanon, O., and can be used for many other purposes for which the ordinary expensive brass ones can not, without injury. They are made of the ordinary top to the Mason Fruit Jar. Through the center of this is fixed a brass nut, into which the stop-cock is to be placed. Two of these tops thus prepared are used. Over the edge of each is passed a rubber band. With these bands as washers, the two tops are placed edge against edge. One stop-cock closed, to the other is attached the pump. Exhaust. Detach. pump. Two men cannot pull the tops apart.

### FRUIT JAR RECEIVER.

This is a universal piece of apparatus. With two double holed tops and two single holed tops, two stop cocks, a little india rubber and the Holbrook Hand Pump (exhausts and condenses), can be performed all the ordinary experiments in Pneumatics, Hydrostatics, Hydraulics, &c., that depend upon a vacuum. The whole apparatus with which over fifty experiments can be performed, can be obtained for \$15.00. Though worth ten times its cost for experimentation, this will prove more valuable in the suggestions which it will give than in any thing else. Having seen the apparatus once, the ingenious teacher will feel that he can easily provide himself with similar and additional materials. More and better, he will be enabled to teach his pupils to do the same.

### THE WEIGHT LIFTER.

From \$5 to \$20 is charged for a good weight lifter. With one of these tops above described over fifty pounds can be lifted. Place rubber washer over edge of top. Attach stop-cock. Attach pump. Place the top firmly upon a smooth board, to which by nails or screws is attached a bucket, into which weights may be placed. Exhaust. Without detaching the pump lift the board with the bucket and its contents. In this same way lift a table or other article with smooth surface.

If it is objected that this is not a glass apparatus, in which the pressure is made more manifest, a glass one can be easily made by tying over the lower edge of a lamp chimney a piece of beef bladder, in the centre of which is tied a bullet, for the purpose of giving a place to suspend a bucket. Tie a bucket with strong cord to a bullet. Now suspend lamp chimney with the bucket attached to the table. Attach the fruit jar top to the chimney by rubber connector. With stop-cock attach pump. Exhaust. The weight will be seen to be lifted as the pressure of the air forces the bladder up into the glass. Now this will lift from thirty to fifty pounds, and is just as effective, though not so fancy, as apparatus which costs from \$20 to \$50.

### HOLBROOK'S SCHOOL MANAGEMENT.

#### General Outline Preparatory to Special Study and Exercise of the Training Class, by S. Jackson.

1 <sup>1</sup> School Management.			
1 <sup>2</sup> Qualifications of Teachers-----	Lectures 1 to 5, pp	3- 64	
1 <sup>3</sup> Common Sense-----	" 1	" 3- 13	
2 <sup>3</sup> Knowledge of the Branches-----	" 2	" 14- 17	
3 <sup>3</sup> Teaching Power-----	" 2	" 17- 25	
4 <sup>3</sup> Governing Power-----	" 3	" 26- 37	
5 <sup>3</sup> Love of the Work-----	" 4- 5	" 38- 64	
2 <sup>2</sup> Difficulties-----	" 6- 8	" 65-105	
1 <sup>3</sup> In School Room-----	" 6- 7	" 68- 91	
2 <sup>3</sup> In Self-----	" 8	" 92-105	
3 <sup>2</sup> Nature of the Work-----	" 9	" 106-113	
4 <sup>2</sup> Class Management-----	" 10-12	" 114-115	
1 <sup>3</sup> Objects to be Attained-----	" 10-11	" 114-134	
2 <sup>3</sup> Exemplification in Mental Arithmetic.	" 12	" 135-155	
5 <sup>2</sup> Organization-----	" 13	" 156-157	
1 <sup>3</sup> Preliminaries to-----	" 13		
2 <sup>3</sup> Details of-----			
1 <sup>4</sup> In Ungraded Schools (Supt.)-----	" 14	" 166-177	
2 <sup>4</sup> In Graded (Superintendency)-----	" 22 not yet published.		
6 <sup>2</sup> Government-----	" 15-18	pp 178-274	
1 <sup>3</sup> Laws-----	"	" 178-193	
2 <sup>3</sup> Discipline-----	" 16-17	" 194-219	
1 <sup>4</sup> Incentives-----	" 16	" 194-209	
2 <sup>4</sup> Penalties-----	" 17	" 210-219	
3 <sup>3</sup> Strategy and Tactics-----	" 18-21	" 220-270	
1 <sup>4</sup> Definition-----	" 18	" 220-222	
2 <sup>4</sup> Exemplification-----	" 18-21	" 223-270	

## CONSTRUCTION OF INFINITIVES.

1<sup>st</sup> Infinitive Constructions.1<sup>st</sup> Con. of Noun.1<sup>st</sup> With Verb.1<sup>st</sup> Subj. of Verb.1 *Is it lawful for us to give tribute.*2<sup>nd</sup> Obj. of Trans. Verb.2 *I wish him to go.*3<sup>rd</sup> In Pred.1<sup>st</sup> With Intrans. Verb.3 *To obey is to enjoy.*2<sup>nd</sup> With Passive Verb.2<sup>nd</sup> In Apposition.1<sup>st</sup> With Noun.4 *Delightful haste to mar the tender thought, &c.*2<sup>nd</sup> With Pronoun.3<sup>rd</sup> With Phrase or5 *To escape from this existence, to die is what truth.*3<sup>rd</sup> With Preposition.6 *What went ye out for to see. (Obsolete)*2<sup>nd</sup> Con. of Adjective.1<sup>st</sup> Limiting Noun.7 *Time to come is called future.*2<sup>nd</sup> Limiting Pronoun.8 *They seem to study.*3<sup>rd</sup> In Predicate.1<sup>st</sup> With Intrans. Verb.9 *Our duty is to be done.*1<sup>st</sup> With Passive Verb.3<sup>rd</sup> Con. of Adverb.1<sup>st</sup> Limiting Verb.1<sup>st</sup> Active.1<sup>st</sup> Transitive.11 *To confess the truth I say I was wrong.*1<sup>st</sup> Intransitive.12 *He labored to excel.*2<sup>nd</sup> Passive.13 *He was judged to be competent.*2<sup>nd</sup> Limiting Adjective.14 *They are about to go.*3<sup>rd</sup> Limiting Adverb.15 *The object was so high as to be inaccessible.*

If our readers can supply us examples of the omitted constructions, or wish to discuss any of those given, our columns are open and we shall be glad to hear from any such.

## UNITED STATES HISTORY.—Outline No. 1.

1 <sup>st</sup> United States History	1001-1875
1 <sup>st</sup> Organization	1001-1783
1 <sup>st</sup> Exploration. (Earliest to Jamestown Settlement)	1001-1607
3 <sup>rd</sup> Colonization. (Jamestown Settlement to close of French and Indian War)	1607-1763
3 <sup>rd</sup> Separation. (French and Indian War, Second Treaty of Paris)	1764-1783
2 <sup>nd</sup> Nationalization. (Cause of Revolution to Present Time)	1783-1875
1 <sup>st</sup> Organization. (Close of Revolution to Adop. Third Congress)	1783-1789
2 <sup>nd</sup> Emancipation. (Adop. of Third Con. to Death of Lincoln)	1789-1865
3 <sup>rd</sup> Reconstruction. (Death of Lincoln to Centennial)	1865-1876

This outline is the first of a series presented at the "History Drills." It will be noticed that it extends over the whole time. Succeeding one, which will appear in "The Re-Union," will fill out these headings with the more important details. By preserving this series of outlines the reader will obtain a complete and systematic synopsis of our Nation's History, and in it have what is considered by very many an indispensable auxiliary to that important study. It may be used with great advantage by teachers of history.



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# TABLE OF CONTENTS.

PAGE.

Disadvantages under which county teachers labor, and how to avoid them .....	401
The Kindergarten—What is it? .....	409
Education at its sources .....	417
Voice .....	419
What Grammar does not teach .....	420

## OFFICIAL—

Answer to inquiries concerning the selection, employment and dismissal of teachers .....	428
A Plan .....	426

## EDITORIAL—

Who will explain? .....	427
Waste of labor in the work of Education .....	428
Catholicism vs. Public Schools .....	429
First day of school .....	432
Parrot Reading .....	434
Long articles .....	485

## MISCELLANY—

Questions for the examination of teachers .....	487
List of county superintendents .....	489
Detroit meeting of A. A. A. S. ....	441
Obituary .....	442
National Teachers' Association—Hopkins Memorial Fund .....	444
State Normal at Terre Haute .....	445
Normals .....	446
Institutes—Monroe and Johnson counties .....	448
Switzerland county .....	449
Personal .....	449
Book-table .....	451
Local .....	458

THIS No. of the Journal contains fifty-four pages of reading matter exclusive of advertisements. Several items have been necessarily crowded out, but will appear next month.

WE call special attention to the advertisements this month. They represent most of the leading school book and school furnishing houses in the country.

# 691 STUDENTS AT THE NORTHERN INDIANA NORMAL SCHOOL AND BUSINESS INSTITUTE,

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Besides these, two new buildings will be in readiness for the fall term, the one in addition to the College Building, which will contain four large Recitation Rooms, four Society Rooms, a Library Room, and a Laboratory; the other, a Boarding Hall, containing 100 rooms. These buildings will be carefully furnished, in every respect, with especial reference to the health and convenience of the students.

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SIR:—I have the honor to acknowledge the receipt, this morning, of your letter of the 4th ultimo, saying that it has been publicly stated that Worcester's Quarto Dictionary is not considered as an authority in any Department of the Government, and inquiring whether this is a fact as regards the Department of State. In reply, I have to say, that such is not the fact as regards this Department. On the contrary, we have frequent occasion to refer to that Dictionary, and regard it as a valuable aid and authority.

I have the honor to be, sir, your obedient servant,

HAMILTON FISH.

DEPARTMENT OF JUSTICE.

WASHINGTON, Feb. 24, 1874.

GENTLEMEN:—Your agent has called my attention to a circular said to have been "issued by the publishers of Webster's Dictionary, and widely circulated," to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster's is the only dictionary recognized as authority.

What is meant by discarding one dictionary and adopting another, I do not know; but I am willing to say that in the Department of Justice both dictionaries, as well as Richardson's, are deposited in the library and used for reference. Each official of the Department, of course, has its own authority for spelling, but in all printing done under my direction, the authority of Dr. Worcester is adopted as the standard.

I remain very respectfully yours,  
To Messrs. BREWER & TILESTON, Boston.

CLEMENT HUGH HILL.

TREASURY DEPARTMENT,

OFFICE OF THE SECRETARY, Feb. 20, 1874.

MESSRS. BREWER & TILESTON, Publishers of Worcester's Dictionaries.

GENTLEMEN:—I have the honor to acknowledge the receipt of your note of the 18th inst., in which you state that a circular has been issued by the publishers of Webster's Dictionary, and widely distributed, to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster is the only dictionary recognized as authority. You request me to state whether any such action has been taken by this Department. In reply thereto, I have to say that both Worcester's and Webster's Dictionaries are used for reference in the Treasury Department, but that Worcester's is relied upon as the standard for spelling in the printing done under the direction of this Department.

Very respectfully,

WM. A. RICHARDSON, Secretary.

SMITHSONIAN INSTITUTION.

WASHINGTON, Feb. 20, 1874.

GENTLEMEN:—At the commencement of the operations of this Institution, I referred the question as to the Dictionary the Smithsonian should adopt as the standard for spelling and definitions, to a committee of literary gentlemen, and on their recommendation adopted that of Worcester, which has been continued as the standard to the present time.

Yours very truly,  
DR. T. M. BREWER.

JOSEPH HENRY,  
Sec'y Smithsonian Institution.

LIBRARY OF CONGRESS.

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GENTLEMEN:—The report having been made that Webster's English Dictionary adopted as the standard by national officers, to the exclusion of Worcester's, I take occasion to say that so far as the Library of Congress is concerned, Webster has never been followed in orthography in printing its catalogues, reports, or any other documents. On the contrary, wherever proofs from the Congressional Printing Office embody the innovations upon English orthography as established by the usage of all great writers which Webster introduced, they are invariably returned with corrections restoring the established spelling by Worcester and the usage of all great English writers.

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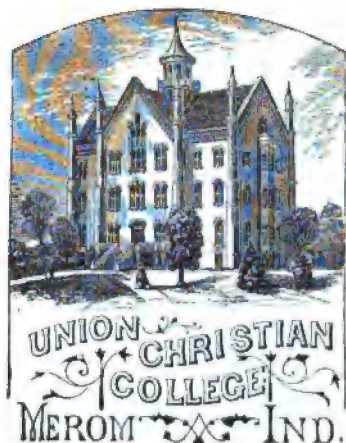
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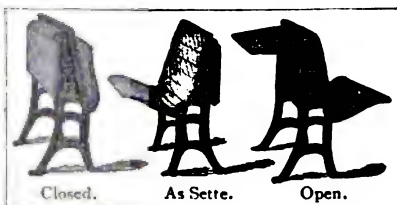


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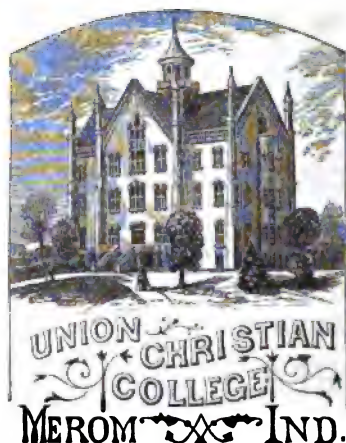
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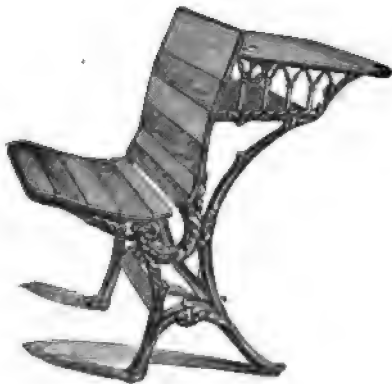
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I have the honor to be, sir, your obedient servant,

HAMILTON FISH.

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WASHINGTON, Feb. 24, 1874.

GENTLEMEN:—Your agent has called my attention to a circular said to have been "issued by the publishers of Webster's Dictionary, and widely circulated," to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster's is the only dictionary recognized as authority.

What is meant by discarding one dictionary and adopting another, I do not know; but I am willing to say that in the Department of Justice both dictionaries, as well as Richardson's, are deposited in the library and used for reference. Each official of the Department, of course, has its own authority for spelling, but in all printing done under my direction, the authority of Dr. Worcester is adopted as the standard.

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GENTLEMEN:—I have the honor to acknowledge the receipt of your note of the 18th inst., in which you state that a circular has been issued by the publishers of Webster's Dictionary, and widely distributed, to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster is the only dictionary recognized as authority. You request me to state whether any such action has been taken by this Department. In reply thereto, I have to say that both Worcester's and Webster's Dictionaries are used for reference in the Treasury Department, but that Worcester's is relied upon as the standard for spelling in the printing done under the direction of this Department.

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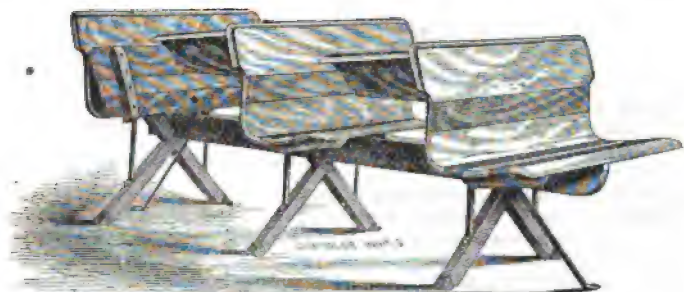
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I have the honor to be, sir, your obedient servant,

HAMILTON FISH.

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WASHINGTON, Feb. 24, 1874.

GENTLEMEN:—Your agent has called my attention to a circular said to have been "issued by the publishers of Webster's Dictionary, and widely circulated," to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster's is the only dictionary recognized as authority.

What is meant by discarding one dictionary and adopting another, I do not know; but I am willing to say that in the Department of Justice both dictionaries, as well as Richardson's, are deposited in the library and used for reference. Each official of the Department, of course, has its own authority for spelling, but in all printing done under my direction, the authority of Dr. Worcester is adopted as the standard.

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To Messrs. BREWER & TILESTON, Boston.

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GENTLEMEN:—I have the honor to acknowledge the receipt of your note of the 18th inst., in which you state that a circular has been issued by the publishers of Webster's Dictionary, and widely distributed, to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster is the only dictionary recognized as authority. You request me to state whether any such action has been taken by this Department. In reply thereto, I have to say that both Worcester's and Webster's Dictionaries are used for reference in the Treasury Department, but that Worcester's is relied upon as the standard for spelling in the printing done under the direction of this Department.

Very respectfully,

WM. A. RICHARDSON, Secretary.

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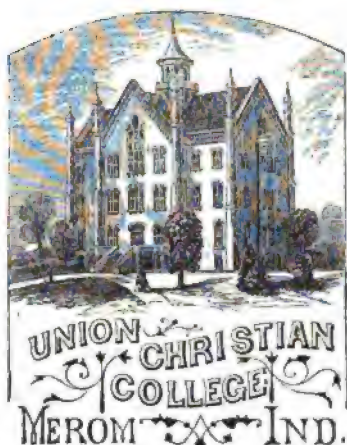
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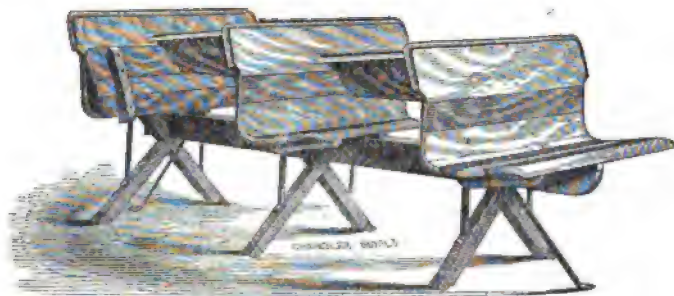
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